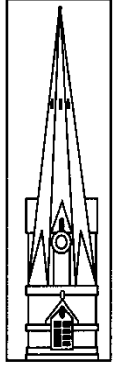


*Higher Walton C.E. Primary
School*



Behaviour Policy

“Life in all its fullness” (John 10 v 10).

Our behaviour policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

MISSION STATEMENT

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

Statement

As a Higher Walton ‘school family’ we encourage self-regulation and aim to follow three rules of ‘Ready, Respect and Safe’. We are committed to creating a school where behaviour is excellent and built upon establishing a positive culture, teaching children how to behave well and ‘Be Our Best’ (BOB). We do this so that everyone is given the best opportunity to achieve success emotionally and educationally, emphasising the importance of celebrating positive behaviour and providing sanctions that are clear for all involved. As a school, all of our children are viewed developmentally and behaviour is regarded as communication.

Aims

- Creates a culture of excellent behaviour for learning in our school community and beyond.
- Ensures everyone is treated fairly, shows respect and has healthy relationships.
- Celebrates all children, promoting independence and self-esteem.
- Builds an environment that is safe, supportive and calm.
- Is consistent in its approach to managing all behaviour with dignity and respect.
- Defines what we consider to be ‘unwanted’ and ‘significant’ behaviour and having a no tolerance approach to all forms of child on child abuse, including bullying and cyber-bullying

- Builds positive relationships between families and school, setting out clear expectations of everyone involved.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

Roles and responsibilities

Governors

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Approving this policy
- Holding the headteacher to account for its implementation

Headteacher

- Reviewing this policy in conjunction with the governors
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Monitoring that the policy is implemented by staff consistently
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

- Create a calm and safe environment for all children
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Model excellent behaviour and positive relationships
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly on CPOMS
- Challenge pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in ensuring effective responses to behaviour

Families

- Know the school's behaviour policy and support it
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following communication from school
- Raise concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

Children

- Know the excellent standard of behaviour they should be displaying at school
- Build positive relationships with staff and other children
- Know that they have a duty to follow the behaviour policy
- Know the school's key rules and routines
- Know the rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- Know the pastoral support that is available to them to help them meet the behaviour standards
- Learn about identity, protected characteristics, prejudice and discrimination

Recognition and rewards for effort

We recognise and reward children who go 'over and above' our expectations. Use of praise from school staff is effective but we also recognise the effectiveness of peer-praise too. Our 'Well-being ambassadors' encourage this through setting a culture of 'feeling great' and ensuring that everyone takes responsibility to not just take care of themselves, but of others too. These rewards are **intrinsic** and encourage a feeling of 'goodness' which is a reward in itself.

We have the following opportunities for promoting this behaviour in school and these include:

House points

'House points' are awarded in and around school for excellent behaviour and work. They are counted each week and the team with the most points is announced each week in Celebration Worship. The team with the most points at the end of each term (autumn, spring and summer) will receive a reward. Such rewards will consist of extra playtime, games sessions etc. Contributions and ideas for this will be received from the School Council.

Celebration Worship, Star of the week and Values VIP

Each week in Celebration Worship, teachers will select a child who will win a Star of the Week award and this is recognition of work that goes 'over and above'.

The Star of the Week award is based on a child's excellent academic achievement.

The Values VIP winner is based on a child's excellent demonstration of conduct and behaviour showing an example of 'over and above' our school values that are: friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity.

Establishing good relationships is the key to supporting excellent behaviour, especially for those children who are sometimes difficult to reach. Therefore other, more frequent rewards could include the following: positive messages home for example in the form of a note, phone call or wherever possible, a face to face conversation.

Managing behaviour

In line with our school vision 'Life in all its fullness...', we take a non-judgemental and empathetic attitude towards behaviour. We encourage everyone to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself and children with behavioural or self-regulation challenges are regarded as vulnerable rather than troublesome. When a child is displaying behaviour that is falling short of the excellent standard that we aim for, school staff will respond in a way that calms and maintains the safe learning environment. Restorative practices are used to model positive language and when addressing children staff avoid the use of shouting, humiliation, overreactions and using other areas of school as a form of punishment. De-escalation strategies are used to diffuse the situation:

- Calm using a moderate, low tone of voice
- Use of simple, direct language (visuals as needed)
- Avoid defensiveness
- Provide adequate personal space
- Show open, accepting body language
- Reassuring and provide an outcome goal
- Identify agreement
- Positive phrases such as, 'If you choose to start the task, I will help you with your work...'

Children are encouraged to take responsibility for their own actions and are taught that actions and behaviour falling short of our expectations have consequences. Staff will always challenge such actions and behaviours, responding consistently and fairly and

all behaviour will be treated equitably in line with school policy. Any factors contributing to the behaviour identified, will be taken into account. Information regarding behaviour is recorded on CPOMS with key people being identified.

When children in school require time to calm down or self-regulate, we take a pre-emptive approach to try and prevent unwanted behaviours from occurring, particularly for those children with already identified social, emotional or mental health difficulties. This is part of developing children’s self-management skills. It is also important to remember that a poor choice in behaviour does not result in the removal of another positive reward for the child, such as a school leadership role or responsibility.

At Higher Walton, we have the use of a sensory room to support children with self-regulation and this can be used at any time throughout the school day. It is also timetabled for children with additional needs to support the regulation of their behaviour. As well as a sensory area, we have a meeting room in school that can be used for children who need time to discuss their feelings or emotions. This is used on a ‘needs’ basis.

Practical steps in managing and supporting unwanted behaviour

Children will be held accountable for their behaviour and all staff will use a staged approach when dealing with unacceptable behaviour. Any behaviour that does not meet our ‘Ready, Respect, Safe’ rules will receive consistent consequences. The stages outlined below, alongside our school’s offer of rewards, help to reinforce to our children that ‘behaviour is a choice’. Within our school, children are expected to follow the rules. When children exceed this expectation, then recognition is given but for those who may struggle, there are ways we can support through the 5 stage response outlined below.

The five stages are used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices that do not follow ‘Ready, Respect, Safe’ are not acceptable and do not follow our school’s ethos of creating a safe and secure environment. Unacceptable behaviour examples include:

- Refusal to follow an adult instruction
- Shouting out
- Making rude inappropriate noises
- Disrupting learning
- Purposeful damage to equipment

The five stages are described below, followed by an example script used by an adult at each stage. The script is designed to be delivered calmly and clearly as to not distract from the learning of others. The steps progress within a lesson/unstructured time.

Stage 1 Be Our Best Expectation for all (GREEN)	I am giving you a reminder. When you are... you are not showing us that you are ready/respectful/safe. Thank you.
Stage 2 Verbal reminder (AMBER)	I am giving you time to think now. When you are... you are not following

	our rule of ready/respectful/safe and making the choice to be amber. This is your verbal reminder. Thank you.
<p>Stage 3 (RED) Recorded on CPOMS Reflection time/missed playtime can be taken in classroom as needed or if more appropriate, time away from peers. If unacceptable behaviour happens during unstructured time, reflection time can be spent stood to the side or if appropriate, with a member of staff.</p>	<p>You are now moving to red and will need to have 5/10 minutes of reflection time/missed playtime (dependent on age of child/incident). I know that you can... and this is the behaviour I would like to see. If you do not change this behaviour, you will move to a white card. Following the reflection time/missed playtime a restorative conversation will be held to understand the impact the behaviour has had (Appendix 1)</p>
<p>Stage 4 (WHITE CARD/BLUE REFLECTION) Recorded on CPOMS A restorative conversation will be had with any child reaching stage 4. If a reasonable amount of work has been missed, it will be sent home to be completed ready for the next day. The class teacher will inform the parents of a white card being issued.</p>	<p>You were given the opportunity to change your behaviour and are now going to to have a time-out/full missed playtime. This is because you are continuing to... and are not following our rule of ready/respectful/safe. We will discuss this later but now you are going to have some time out to help you re-focus and get back to 'Being Our Best'. Following the white card, a restorative conversation to discuss the blue reflection card will be held to understand the impact the behaviour has had (Appendix 1)</p>
<p>Stage 5 Behaviour support plan</p> <p>This support will be put in place for those children who repeatedly move beyond stage 3 on a repeated basis. A picture of behaviours will be investigated and support can be put in place. This will require support from the school's SENDCo/SLT and will need communication between school and home.</p> <p>Behaviour becoming a concern is defined as 'aspects of a child's behaviour which regularly impacts their own learning or well-being or that of another child'. This may be shown by, for example: a child reaching stage 3 more than three times a week.</p> <p>The child and teacher will meet with the school's SENDCo to discuss the behaviours of concern and the impact. A suitable Behaviour Plan will be established and achievable targets put in place. This plan is communicated with parents, who can be involved at any stage. When consistent improvements are seen, the behaviour support will be stopped but where improvements are not made additional interventions or support from other services will be considered.</p>	

Managing significant behaviour

Significant behaviour includes:

- Swearing/abusive language (including racist or homophobic comments)
- Hurting staff or other children
- Continued damage to equipment/school property
- Throwing/hitting items
- Repeated defiance against adults

When significant behaviour occurs the decision to issue a stage 4 will be considered. This will result in a white card and also a blue reflection card which is to be completed once the period of the white card is done. The white card results in behaviour being monitored on a lesson to lesson basis and unstructured times (playtimes and lunchtimes) will form part of reflection periods for the children to think about the behaviour that has occurred. In the case of an incident which is deemed to be significant behaviour, a member of the SLT will inform the parents of the consequence issued. If significant behaviour is repeated the white card is extended and further support may be required in the form of a stage 5 support plan or engagement with other services.

Continuation of behaviour either frequent unwanted or significant

Suspension – the headteacher will consider whether the pupil should be suspended for a fixed term, in line with the school's exclusion policy.

Assessments may be carried out to determine other difficulties/undiagnosed needs that are possible contributing factors to the continuation of the behaviour.

In cases of already identified SEMH or SEND support will be put in place by the school's SENDCo and any plans will identify the necessary provisions needed.

Direction to alternative provision may be considered and other sanctions such as exclusion may be considered.

Definitions

For the purpose of this policy, the school defines 'unacceptable behaviour' as any behaviour that may cause harm to oneself or others, the reputation of school, wider community and/or any illegal behaviour. This includes (but is not limited to) the following:

Unwanted behaviour

Not following our school values, school rules (RRS), disruption in lessons, conduct during unstructured times, not completing set work tasks and poor attitude.

Significant behaviour

Repeated breaking of school values and rules, any form of bullying, truancy and running away from school, refusal to comply with sanctions, persistent destructive behaviour, theft, verbal abuse (swearing, racist remarks, threatening language) fighting and aggression, sexual violence, sexual harassment (sexual comments,

jokes, taunting, physical, online, image sharing) possession of banned items (drugs, fireworks and weapons)

Discrimination

Not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

Harassment

Behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Vexatious behaviour

Deliberately acting in a manner so as to cause annoyance or irritation

Bullying

A type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

Cyber-bullying

The use of electronic communication to bully a person, typically using messages of an intimidating or threatening nature

Restrictive Physical Intervention

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may take place as a last resort, under section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable and where all other options have been exhausted, to prevent a child from doing, or continuing to:

- Be disruptive where they have refused to follow an instruction
- Behaviour that disrupts a school event or trip/visit
- Risk to their own safety or safety of others
- Attack on another child or adult
- Damage to property
- Committing an offence

Our policy is for 'using no more force than is needed' and may involve the use of force either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child out of the classroom. Physical intervention can take several forms. It might involve:

- Physical interposing between children
- Blocking a child's path – to keep other the child/other children from harm
- Holding
- Leading a child by the hand or arm - to keep other the child/other children from harm

- Shepherding a child away by placing a hand in the centre of the back or supporting shoulders

It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. Any particular Special Education Need and/or Disability that a child might have, will be properly taken into account under the Equalities Act 2010.

Behaviour expectations and SEND

In order to maintain a safe, purposeful and effective learning environment we aim to establish a culture that consistently promotes excellent behaviour and provides the support needed for all children to achieve and thrive. Some children with SEND may have behaviours that arise from additional needs and the law requires that flexibility and responsiveness, often through provision that is 'additional to different from' the main offer, in order to meet those needs. In addition, children pupils with SEND may have behaviours that are not arising from SEND and other children's behaviour may be arising from SEND that has not yet been identified or understood. Our behaviour systems in school are consistent and have expectations as the norm, but are also flexible enough to allow children to learn from their behaviours and move forwards in a positive and reflective manner. Our behaviour policy in school allows us to teach children the skills and understanding of what we believe to be excellent behaviour but also anticipate likely triggers of unwanted behaviour, putting provisions in place to prevent it wherever possible.

Links with SEND and Multi-agencies

For some children, extra support for behaviour may be needed. Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school. Where a pupil is identified with SEMH-related difficulties, appropriate support will be put in place. Additional agencies may be involved, with parental consent, to identify the type of support and strategies to use. A Behaviour Support Plan may be devised to provide further information of additional strategies which will be used.

Discipline guidance

Following the enactment of the Education and Inspections Act 2006, there have been significant changes to the way in which schools can approach discipline. The key points are:

Power of discipline:

- Schools have a statutory power to discipline pupils for breaches of the school rules, failure to follow instructions or other unacceptable conduct.

- All teachers and other staff members in charge of pupils have the power to discipline children according to this policy.

Outside school premises:

- Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff. This also includes when pupils are online when not in school.
- Occasions when pupils are: taking part in any school-organised or school related activity, travelling to or from school, wearing school uniform or in some other identifiable way as a pupil at the school.
- Misbehaviour at any time, whether the conditions above apply, that: could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or adversely affect the reputation of the school.

Appendix 1

Restorative questions

Choose from the following list:

What happened?

It is important to listen carefully without interrupting or disagreeing.

What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

What have you thought since?

This will allow the pupil to have a change of attitude or even the possibility of an apology.

How did this make you feel?

The child might have been unaware of how other people reacted to their behaviour. We want to make sure that the child has the opportunity to consider others. Their classmates may have worried by their anger, visitors that were shocked or younger children who were scared.

Who was affected?

The child may start to see the bigger picture and in time that reflective routine might start popping into their head during the incident, perhaps even before they act.

How have they been affected?

Children need to learn how behaviour affects others.

What needs to happen now to put things right?

An apology may be offered or an opportunity to tidy up etc.

How can you do things differently in the future and how can we help?

It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins.

Appendix 2

WHITE BEHAVIOUR CARD

Name:						Date:					
Incident:											
	Day 1	Day 2	Day 3	Day 4	Day 5						
Lesson 1											
Lesson 2											
Playtime											
Lesson 3											
Lunchtime											
Lesson 4											
Lesson 5											
End of day											

Comments:

Appendix 3

BLUE REFLECTION CARD

Name:	Date:
Incident:	
1. Unique perspective - What has happened? Start from the beginning...	
2. Thoughts and Feelings - What were/are you thinking? What were/are you feeling?	
3. Impact - Who has been affected and how have they been affected? What has been the hardest thing for you?	
4. Needs - What do you need in order to find closure/to move forward/for things to be better?	
5. Next steps - What needs to happen now?	

To be completed with adult support as needed.

Comments:

Appendix 4

Summary of Behaviour Policy



Higher Walton C.E. Primary
School



“Life in all its fullness” (John 10 v 10).

Our behaviour policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

<p>Children: 'Be Our Best...' BOB</p> <p>Ready Respect Safe</p>	<p>Adults: Calm using a moderate, low tone of voice Use of simple, direct language (visuals as needed) Avoid defensiveness Provide adequate personal space Show open, accepting body language Reassuring and provide an outcome goal Identify agreement Positive phrases such as, 'If you choose to start the task, I will help you with your work...'</p>	<p>Rewards: Intrinsic (the feeling of goodness) House points Star of the week Values VIP</p>
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Stage 1 Be Our Best - Expectation for all (GREEN)

I am giving you a reminder. When you are... you are not showing us that you are ready/respectful/safe. Thank you.

Stage 2 - Verbal reminder (AMBER)

I am giving you time to think now. When you are... you are not following our rule of ready/respectful/safe. This is your verbal reminder. Thank you.

Stage 3 (RED) Recorded on CPOMS - Reflection time/missed playtime can be taken in classroom as needed or if more appropriate, time away from peers. If unacceptable behaviour happens during unstructured time, reflection time can be spent stood to the side or if appropriate, with a member of staff.

You are now moving to red and will now need to have 5/10 minutes of reflection time/missed playtime (dependent on age of child/incident). I know that you can... and this is the behaviour I would like to see. If you do not change this behaviour, you will move to a white card. Following the reflection time/missed playtime a restorative conversation will be held to understand the impact the behaviour has had (Appendix 1).

Stage 4 (WHITE CARD/BLUE REFLECTION) Recorded on CPOMS - A restorative conversation will be had with any child reaching stage 4. If a reasonable amount of work has been missed, it will be sent home to be completed ready for the next day. The class teacher will inform the parents of a white card being issued (Appendix 2).

You were given the opportunity to change your behaviour and are now going to have a time-out/full missed playtime. This is because you are continuing to... and are not following our rule of ready/respectful/safe. We will discuss this later but now you are going to have some time out to help you re-focus and get back to 'Being Our Best'. Following the white card, a restorative conversation to discuss the blue reflection card will be held to understand the impact the behaviour has had (Appendix 3).

Stage 5 Behaviour support plan



Higher Walton CE Primary School

Home/School Agreement

As a child I will:

- Follow the school rules, 'Ready, Respect, Safe'
- Try my best to put school values into practice
- Always try my best
- Demonstrate excellent learning behaviours
- Keep others and myself safe
- Look after our school

My signature:

School will:

- Fulfil its vision 'Life in all its fullness' John 10v10
- Encourage children to always do their best
- Encourage children to take care of their surroundings and others
- Inform parents of their child's progress at regular meetings
- Inform parents about the curriculum to be covered each term
- Communicate information about school events
- Encourage children to demonstrate values
- Maintain a safe environment for all pupils
- Celebrate children's achievements with families

Teacher's signature:

Family will:

- Make sure the child arrives at school on time (8.50 - 9.00) dressed appropriately and fully equipped for school
- Support school policies
- Encourage a positive mind set and respectful behaviour
- Make sure the child has the best attendance possible and provides a note of explanation if the child is absent
- Do their best to keep their child healthy and fit to attend school
- Inform school if there are matters outside of school that are likely to affect the child's performance or behaviour
- Attend parent's evenings to discuss child's progress
- Support the child wherever possible by attending school events
- Help the child with homework, including reading at home

Parent's signature: