

Behaviour Statement of Procedures

Key Document Details

School Name: Shaw CofE Primary School

Version no: 1

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Approved by: Education

Ratified date:

Interim review date n/a

Next review date: Sept 2026

Aims and Expectations:

As part of The White Horse Federation, Shaw CofE Primary School implements the TWHF Behaviour and Discipline Policy. To ensure that it is effectively implemented across the whole school, this document identifies the localised procedures and expectations to ensure that there is a consistent approach to behaviour management and in celebrating positive behaviours and the achievements of individuals.

It is our primary aim at Shaw that every member of the school community feels valued and respected and that each person is treated fairly. We are a caring community, and we encourage all of our stakeholders to be the best version of themselves, all of the time.

Our approach is a means of promoting good relationships so that all members of our school community can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

At Shaw, we recognise that behaviour is a form of communication and it is the intention of this policy to outline how, as a school, we consistently reward positive behaviour and manage instances of behaviour that does not meet our expected standard, ensuring that appropriate support is put in place, where necessary.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community who can take care of themselves, each other and the world they live in.

Our School's Christian Vision and Behaviour:

We will strive to ensure that every child is valued as a unique individual who has been created in the image of God. Our Christian values of aspiration, respect, courage and community will form the foundation of everything we do in school. Our Christian ethos will be demonstrated in the main through the relationships that people have with each other here.... between adults and children, adults and adults and children and children.

"Shine brightly in learning and life."

Inspired by Matthew 5:16 — *"Let your light shine"* — we believe that every child has a unique light within them. Through nurturing **aspiration, respect, courage, and community**, we empower every child to shine brightly, both in their learning and in their lives, making a positive difference in the world around them.

At Shaw, our behaviour procedures reflect our Christian vision and values. We recognise and understand that it is vital to treat all children as unique and individual. We know that behaviour is a form of communication, and we all work to ensure that a child's educational, social, emotional and mental health needs are met.

All members of our school community are expected to live by our core Christian values. These underpin our procedures:

- Aspiration
- Respect
- Courage
- Community

We believe that children need to feel safe and secure in an ordered environment if they are to achieve their personal best and to become responsible and confident members of the community. Creating such an environment is the responsibility of all members of the school community.

Code of Conduct

- All children and adults are expected to support the school values.
- Children are expected to be polite and have good manners.
- Children are to be kind, tolerant and respectful to each other.
- Children are encouraged to be proud to belong to our school and always be ready to learn with the correct equipment and uniform.
- Children should always walk around the school sensibly being mindful of others.
- Physical violence is not acceptable, neither is retaliation.
- Inappropriate language must not be used.
- Children are expected to be punctual.

Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and sanctions in a consistent manner. All staff are also expected to model the behaviour we expect to see in our children and to address children courteously and with respect and avoid escalating situations by shouting and failing to listen.

Class expectations

- An adult to collect their class from the playground at the end of playtimes and lunchtimes and walk in with them, ensuring that class have lined up calmly and are walking well in to the building.
- All lessons should begin promptly therefore engaging children from the start.
- High expectations of work and behaviour.
- Stimulating environment with motivating displays of children's work and working walls. Ensure all children can access resources easily and that all can see the IWB from their seat.
- Ensure school rules (exemplified are visible to all.)
- Praise consistently – 'Catch them being good'. Use agreed reward systems.
- Make opportunities to build positive relationships in unstructured time.
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Plan the effective use of any additional adults to support children who need extra help to meet the lesson objectives.
- Ensure you always follow through on what you have said.
- Criticise the behaviour – not the child.
- Reflect! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.
- Ensure the classroom is tidy, encouraging responsibility from the children.
- Orderly routines embedded into school transitions at worship time, playtime and lunchtime.

Around the school

- Notice and respond to good behaviour exhibited by children from across the school, but challenge where necessary.
- Duties, be on time, in correct place. Take opportunities to build relationships with children. Play games and join in with them in the playground.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating and eye-catching displays.

Understanding the School Rules

Each teacher will lead a discussion about the rules and expectations with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these rules and what they 'look like' in practice.

Incentives and Rewards

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. This is for all children. The scheme is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and demonstrating our school values, *Aspiration*, *Respect*, *Courage* and *Community*.

All staff give **verbal or written praise as often as possible**.

School Values Recognition- Children can be nominated by staff or children throughout the school when they see a child going 'above or beyond' or for demonstrating our school values. Each classroom will display a 'Recognition Board' and children will be recognised for displaying our values daily. Children who show exceptional learning behaviours and school values will be recognised by moving to the 'I have let my light shine' board. These children will have the opportunity to visit the headteacher for a reward.



House points – Teachers will issue house points to children who are demonstrating our school values. All children are assigned to a house team so encourage both individual reward and team rewards.

Stickers – Teachers will use lots of positive praise throughout the day along with stickers to recognise positive contribution and effort.

Certificates – Children's achievements, both in class and outside of school, are celebrated in our Celebration Worship at the end of the week. Anything that reflects our vision, values or our school aims, could be recognised with a certificate from the class teacher.

Behaviour is a form of communication

Behaviour is communication. It is important as professionals that we understand the connection between behaviour and communication for children. At Shaw, we have a common belief about behaviour which is that all behaviour is communication.

A change in behaviour could be highlighting an unmet need. The role of the safeguarding team is to work with staff so that they are aware of any adversity or trauma which may impact on a child's mental and physical health and behaviour. We will provide support for the children with a variety of agreed strategies through an Individual Behaviour Plan and working with the SENCO and external agencies if required.

Restorative approaches

Wherever possible, we will seek to repair relationships using restorative approaches. Restorative approaches, inspired by the philosophy and practices of restorative justice, puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.

Four micro-scripts to use

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own teachers when we were students. This is why in moments of stress you find yourself saying phrases like 'Why am I waiting?' and 'Would you do that at home!' Here are some key phrases.

'I've noticed.....'

Removes the judgement from behaviour interventions. 'I've noticed that you are late/crawled under the table/are finding it difficult to follow instructions'. There is no blame attached, there is nothing for the learner to defend against.

'I need you to....'

Assertive and direct. Using 'I need you to..' allows you to give instructions that are not based on choice. Often introducing 'choice' in the moment is not helpful, 'You can choose to do this now or at break time' will tempt many learners to go for the latter and that is not the outcome you really wanted.

'I know you can show the value of'



'I know you can show our School Values...'

Instantly reminds the learner that you have faith in them despite their poor behaviour today. Done well it can reframe the learner as the best version of themselves. It refers them back to a time when they behaved well and committed to the task.

'I care about you'

Shows the pupil know that you believe in them and want good outcomes for them.

Stages of Consequences:

1. Redirection	Gentle encouragement, a 'nudge' in the right direction.
2. Reminder	A reminder of the expectations "are you following our School Values?" delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible.
3. First Warning 	A clear verbal and visual warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Time out/reflection – some minutes may be given for the child to reflect and re-set.
4. Loss of Privilege 	At this point the child will lose the privilege of their reward time. Behaviour will be logged on CPOMS by either the class teacher or teaching assistant. If a loss of privilege is needed due to an incident that has occurred at play time, then this will need to be referred to the class teacher and logged on CPOMS by the member of staff dealing with the incident. The child will visit the headteacher or Assistant headteacher. The class teacher will give the parent a 'Values Note' at the end of the school day, outlining the child's behaviour.
5. Meeting involving parents	Continued breach of behaviour results in a meeting with the teacher, child and Heateacher, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.

Children are made aware of the consequences of their actions (both positive and negative) through the school's Consequence Ladder (Appendix 1). Furthermore, if a child threatens, hurts or bullies another pupil, the class teacher will follow the school's approach to tackling incidents/ claims of bullying. All incidents of significant negative behaviour will be recorded on CPOMS. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers to arrange a time to discuss the situation further.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative discussion will also form part of the process.

First incident

- CPOMS completed by an adult involved in dealing with the incident.
- Warning of next steps in future if there are repeated incidents of this kind.
- Class teacher informed (if they were not the ones completing the Log) parents will be notified verbally.

Second incident

- CPOMS completed by an adult involved in dealing with the incident.
- Class teacher informed who will notify parents of the incident verbally

Third incident

- CPOMS completed with the involvement of SLT
- Parents contacted and possible following actions: - Possibility of a weekly report
- Possible referral to SEMH team and further support if necessary
- Warning of future sanctions e.g. exclusions

Sanctions for serious behaviour will follow the steps above and may include:

- A teacher's immediate use of step 3 of the Consequence Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by the Headteacher or Assistant Principal as to future conduct
- Withdrawal from the classroom for the rest of the day (Internal exclusion)
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then exclusion procedures may be implemented. Wiltshire County Council guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to exclude.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to Head of School involvement.

All actions as a result of a behaviour incident must be logged on CPOMS and any meetings with parents will require notes to be taken. Records are an important step to get the right support.

Interventions/de-escalation plans

If a child's behaviour is causing concern, then 1:1 or small group intervention support will be provided. This could take the form of providing an individual reward system for the child or specific intervention program linked to PSHE and behaviours for learning.

Physical support and Intervention (Team teach)

Use of Reasonable Force: All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, an adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. This policy should be read in conjunction with the White Horse Federation policy on physical restraint of pupils. Any use of physical restraint will be recorded on CPOMS and in the school's Numbered and Bound Book.

Roles and responsibilities

The role of the Class Teacher (including Teaching Assistants)

- It is the responsibility of the class teacher to ensure that the school values and expectations are implemented in their class and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability. Staff recognise that sometimes behaviour is a form of communication and their actions should always be through a restorative approach.
- Our class teachers treat each child fairly and implement the classroom rules consistently. Our teachers treat all children in their class with respect and understanding. Teachers are

expected to respond to incidents of negative behaviour through a Restorative Approach using Restorative chats/conference as a means of de-escalation. Through the training staff have received in regards a restorative approach to behaviour management; staff have effective strategies for responding to challenging, disruptive or withdrawn behaviour.

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents (CPOMS). In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of SLT (**Appendix 1**).
- The school liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SEMH outreach service after discussing their behaviour with parents/carers.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to ensure that the Headteacher and staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the principal to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher keeps record of all reported serious incidents of misbehaviour. These are discussed, monitored and reviewed by the Headteacher.
- The Headteacher is the only person who has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are recorded and reported to the LA and Governors.

The role of parents/carers

At Shaw, we work collaboratively with all parents/carers to enable a positive working relationship. We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Pupils' learning is enhanced by a positive relationship between home and school.

Parents can contribute in the following ways:

- Being interested in their child's learning
- Understanding and supporting school procedures and rules
- Being willing to support activities related to school
- Being aware of their child's role within the community
- Supporting the school's use of Restorative Practice.

By ensuring their child is ready for the school day by:

- Being punctual
- Being alert and ready to learn
- Wearing correct school uniform
- Communicating with staff.

By communicating effectively with staff by:

- Reading and responding appropriately to school letters
- Making appointments to see staff about concerns where necessary
- Providing up to date emergency contact numbers
- Attending parents' evenings and school meetings
- Informing the school of absence by telephoning on the first day.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the executive principals about particular disciplinary issues. The executive principals must take this into account when making decisions about matters of behaviour.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. The Headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is suspended or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved

Appendix 1 Shaw Behaviour Reward and Consequence Ladder

At Shaw, all members of our school community are encouraged to **'Let their Light Shine'**, all of the time, and this ethos is underpinned by our school vision and values. Sometimes we need to be reminded about how to behave properly and what the consequences will be if we do not.

Going above and beyond in class or at lunchtime/ breaktime and consistently having high standards of yourself and always demonstrating our school Values.	Star Learner or Values award presented to you in assembly
Consistently demonstrating our school Values over a week.	Positive note sent home to parents, your teacher will move your name to the 'I have let my light shine' space on the recognition board and you will visit the Headteacher or Assistant headteacher for a reward.
Demonstrating our school values through your positive behaviour, or a positive attitude to learning.	Your teacher will move your name/picture to a positive behaviour or Learning Behaviour on your class Recognition Board.
Following class rules, demonstrating high expectations	Praised by the class teacher, TA or another member of staff. You are showing that you are ready to learn.
Not showing our school Values, positive behaviour or learning attitudes.	You will be given gentle encouragement, a 'nudge' in the right direction to remind you of the behaviour expectations.
Not showing our school Values, positive behaviour or learning attitudes. <i>Examples; Shouting out, not getting on with work, disturbing others.</i>	You will receive a visual reminder of our School Values. You will discreetly be asked to reflect on your behaviour linked to our school values. This will be removed once your behaviour has changed. If your behaviour has not changed and you need longer to reflect you will miss part of your break or lunchtime play. Your teacher or class adult will reflect with you on your behaviour choices during this time.
Repeated behaviour after being given a warning by a member of staff. <i>(e.g., continuation of above and/or disrespecting an adult or another child, refusing to do your work).</i>	You will be given the next stage of a visual reminder and asked to go and see either the Headteacher or the Assistant Headteacher to discuss your behaviour. You will be given a Values note to take home to your parents that outlines your behaviour choices in school. A member of SLT may decide that you need further reflective time and a consequence may be put in place such as missing playtime. Your parents/carers will be informed at the end of the day by your class teacher .
Continuous, regular and repeated negative behaviour. <i>Not showing our school values; not reflecting on previous conversations about behaviour; no improvement seen.</i>	Your class teacher will meet with your parents. Your behaviour will be recorded through the use of a report card over a 2 week period where you will need regular check ins during the school day with a member of SLT to ensure that you are following the school values. Your report card will be shared with your parents at the end of each week.
No improvement to behaviour after a period of time on behaviour report.	Your behaviour will be recorded.
There is a serious breach of the behaviour policy.	Your parents/carers will be asked to come into school to meet with both Headteacher/Assistant Headteacher & your class teacher to discuss your behaviour. Consideration for a suspension from school.