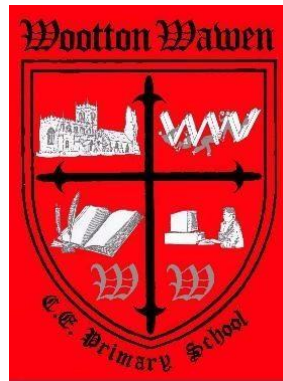


# *Wootton Wawen C of E Primary School Behaviour Policy*



This policy was approved by the Governing Body and supersedes any previous Behaviour Policy. The policy has been developed by the Staff, and in consultation with Governors (including Parent Governors) using the Warwickshire Model Policy and current research and training. It will be reviewed every three years or earlier if needed.

APPROVAL DATE	July 2022
REVIEW DATE	July 2025
Head of School	
CHAIR OF GOVERNORS	

## BEHAVIOUR POLICY

### Statement

In order for a school community to achieve its aims, there has to be a level of agreement about acceptable behaviour among all who use the school. Parameters of acceptable behaviour need to be clear, well documented and known by all members of the school community.

Behaviour is managed most successfully when staff adopt **positive strategies** to reinforce appropriate behaviour and marginalize the behaviour that is inappropriate. This school believes that encouragement works better than punishment and takes a restorative approach to behaviour management. It also believes that unacceptable behaviour will not be tolerated, especially when it impacts on other members of the school community.

### Aims

The purpose of this policy is:

- To establish clear guidelines and rules, based on common sense and safety, by which the school will operate
- To encourage consistency of response to both positive and negative behaviour
- To provide information to parents in order to achieve consistency in the messages children receive about appropriate and inappropriate behaviour
- To ensure that the school's expectations and strategies are widely known and understood.

We aim that every child within our school is valued equally as a member of our community, where they can be encouraged to develop:

- self- discipline
- respect and consideration for others and their property
- an awareness that people are responsible for their actions
- attitudes that make our school a safe environment
- behaviour acceptable to the expectations of the school.

We believe these aims can be achieved through a partnership between the school, the child and their parents.

### School Ethos

Behaviour in school is based on showing care and consideration for others. We aim to teach our children tolerance towards others and community responsibility. We believe that good discipline is essential for the school to maintain a happy and purposeful working atmosphere.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As a school community, we will create a positive, caring environment through connection and support.

As adults we will:

- offer each other and the children a welcoming smile
- be authentic, listen, engage and connect with every child
- model our expectations
- show appreciation of the efforts and contribution of all
- be consistent.

By doing this we will:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- provide a caring and effective learning environment
- model and encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability.

### **Our Values**

Our school encourages children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices.

Our core Christian Values are: respect, perseverance, compassion, peace, truthfulness and courage.

### **The Curriculum and Learning**

Our School's curriculum is built around children developing learning behaviours which enable them to be actively engaged and involved in their own learning. A creative and well-structured curriculum that ensures effective learning will contribute to good behaviour.

Lessons have clear learning intentions which the children can understand. They are differentiated to meet the needs of all abilities.

Marking (including verbal comments) should be used to provide positive feedback to children on their progress and next steps to achieve. This feedback should signal to children that their efforts are valued and that progress matters.

Teachers will be at the door ready to welcome children into each lesson with a smile and ensure that appropriate resources are prepared and ready.

### **Code of Behaviour**

It is our expectation that:

- Everyone within the school should treat others with respect, regardless of age, gender or race.
- Children should respond positively to requests and instructions from all staff.
- Aggressive actions or reactions are not acceptable in school.
- Bullying will not be tolerated.
- Bad and aggressive language is not acceptable within this school.
- Everyone is encouraged to value the property, buildings and external environment of the school.
- Everyone is encouraged to take pride in their school and to promote a positive image of the school.

At the beginning of the school year the class teacher discusses the school expectations for behaviour with each class. In addition to this, each class also has its own classroom code, which is agreed by the children.

Every member of the staff encourages the children to follow the **SMART** behaviour rules that are displayed around the school:

**S Safe**  
**M Manners**  
**A Attitude**  
**R Respect**  
**T Teamwork**

### **Rewards**

We aim to encourage positive behaviour and to demonstrate this actively to the children through:

- giving verbal praise, both quietly and in open forums such as assemblies.
- all members of staff give raffle tickets to pupils who behave in a positive way and show SMART behaviour. (The named raffle tickets are placed in a class pot. Every four weeks one ticket is drawn out. The owner of the ticket is allowed to pick a prize from the Headteacher's "goody bag".)
- writing positive comments on children's work.
- recognition of positive behaviour and good work in our weekly Celebration assemblies where two children from each class are nominated for Star of the Week. Parents are invited to see their child's' achievements acknowledged in an assembly held each half term.

The sharing and rewarding of positive behaviour acts as an indicator of the standards we expect children to achieve.

### **Sanctions**

We have in place a series of sanctions which we use in the hope that they will deter future misbehaviour. These include:

- asking a child to move seats if they are disturbing others
- redoing a task if they do not try their best
- staying in to complete a task if it is not done within the allocated time
- missing playtime or lunch time
- if a child's behaviour endangers the safety of others, the class teacher should stop the activity and prevent the child from taking any further part
- being refused permission to take part in playground activities
- missing a club

### Five Step Restorative Approach

A restorative approach is not based on punishment but offers an alternative way of addressing inappropriate behaviour. The table below compares the differences between the Authoritarian approach and the Restorative approach.

<b>Authoritarian Approaches</b> <i>The focus is on:</i>	<b>Restorative Approaches</b> <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
<i>Accountability = being punished</i>	<i>Accountability = putting things right</i>

### Restorative Approaches to Support Inappropriate Behaviour

Throughout the school year, teachers regularly remind their classes of the SMART Code. For the majority of our children, this reminder from a member of staff will be all that is necessary during their time at the school.

The school has a five-step restorative approach to support behaviour:

1. Verbal reminder – a reminder of the SMART rules
2. Verbal warning – a clear verbal caution delivered in private and clearly stating the consequences if they continue.
3. Second verbal warning – at this stage the child is required to stay behind at the end of the session.
4. Time out – outside the classroom (or side of the playground during break) for the child to reflect and/or calm down.
5. Repair – Conduct a meeting with the child to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected?

### **Other Sanctions and Record Keeping**

Sometimes there may be a more serious incident that involves intervention from the Head of School. This may be a one-off incident or a gradual deterioration in behaviour with no evidence of improvement.

The Head of School, working with the Executive headteacher, may consider more serious sanctions, e.g. banned from extra-curricular activities or FOWs events

- Exclusion from school during lunchtimes (recorded as half day fixed term exclusion) particularly if a pattern of challenging behaviour takes place at this time.
- Exclusion from school, for a fixed term or permanent exclusion. (see exclusions)
- Exclusion from school takes place only in exceptional circumstances and normally when all other options have been exhausted.
- A behaviour log/ plan may be used to encourage the child to see progress but also to record patterns of behaviour and triggers. This will be uploaded on to CPOMS.
- Where high incidents involve extreme violence and/or the use of restraint or classroom evacuation this will also be recorded in more detail using an incident form.

The SLT will review medium and high incidents and report to Governors through the termly Head of School Report.

### **Bullying (also see Anti-Bullying Policy)**

Persistent, aggressive behaviour, whether physical or verbal which threatens or frightens others over a period of time is deemed to be bullying. So are behaviours which deliberately lead to marginalisation or exclusion of individuals from a group.

Such incidents are investigated and dealt with immediately they come to light.

All school staff are asked to be constantly vigilant in recognising incidents of bullying.

Parents are immediately involved if a case of persistent bullying comes to light and appropriate school sanctions are implemented.

The school defines bullying as **persistent** aggressive behaviour that threatens or frightens individual/individuals. However, the school feels that isolated incidents if not stopped immediately could lead to future bullying. Therefore:

- All children are encouraged to report immediately any incident in which they feel threatened or frightened by another pupil to their class teacher (if they feel unable to do this they should report it to their parents who will inform the class teacher the next day).
- Class teachers will talk to the child/ren involved and if necessary apply appropriate school sanctions (in most cases this will be sufficient to stop further aggressive acts). If unacceptable aggressive behaviour continues the Head of School /Executive Headteacher should be informed. Senior members of staff will be responsible for involving parents and applying further sanctions.

### **The Thrive Approach**

THRIVE is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions (Discharge Behaviours) can be contained, channelled and communicated safely. The THRIVE approach can support children with these behaviours.

Where children are 'heightened' and demonstrate threatening, dangerous, aggressive or out of control behaviour, staff are trained to follow a four-step approach to deescalate the situation:

- Attune – catch and match the feeling
- Validate – stop the behaviour, validate the feeling
- Contain – make the unbearable survivable
- Regulate – Meet the intensity then calm and soothe

### **Restraining Pupils**

According to the Department for Education document Behaviour and Discipline in Schools, Advice for Headteachers and School Staff, staff should only restrain children in the following situations:

- If the child is at risk of harming themselves or others
- If the child is causing significant damage to property
- If the child is disrupting the good order of the school
- If the child is committing an offence.

If a member of staff or supervisor requires assistance, a red triangle should be sent to a team teach trained staff member. Red triangles are located in each classroom.

Restraining does not automatically mean a child should be sent home or excluded – this decision will be made at the Head of School’s discretion in consultation with the class teacher.

Please see the Physical Contact and Restraint Policy for more detailed information.

### **Screening, Searching and Confiscation**

If in doubt, school staff will search and confiscate, in accordance with the Department for Education’s advice for Headteachers, Staff and Governing Bodies, on Screening, Searching and Confiscation. A copy of this guidance is available online at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Role of the Class Teacher**

It is the responsibility of the class teacher to ensure the Code of Behaviour is implemented in their classroom, and that their class behaves in a responsible manner during lessons. If a child repeatedly misbehaves in class, the teacher should keep a record of all incidents. In the first instance, they are dealt with using sanctions as outlined above. If misbehaviour continues, advice may be sought from the Head of School/Executive Headteacher. Further action may then be taken such as a decision to use a behaviour plan.

The class teacher and SENCO liaise with other agencies as required.

### **Role of the Midday Supervisors (Mdsas)**

Midday Supervisors will always stand where they have got the best views of all children.

When dealing with issues they will use rule reminders (which part of SMART have you forgotten etc.) with the children and positive praise (look how well that group are sharing) to set the expectations.

Where a child has been hurt, even if it is accidental, they will ensure an apology is given.

Where they see persistent poor behaviour, they will remind children of sanctions and talk to the class teacher.

If there is no improvement, then the Head of School/ Executive Head teacher will be consulted and parents invited in to discuss the issue. The school may use a behaviour plan to help the child monitor their own behaviour

Any serious incidents should be referred straight to the Head of School/ Executive Head.

### **Role of the Head of School / Executive Headteacher**

It is the responsibility of the Head of School and SLT to ensure that the Behaviour Policy is consistently and fairly implemented throughout the school, also to report to Governors on the effectiveness of the policy as required.



It is also the responsibility of the Head of School/Executive Headteacher to ensure the Health and Safety of pupils through the daily implementation of the Behaviour Policy.

The Head of School/Executive Headteacher supports all staff in their implementation of the policy, and sets high standards through assembly themes etc.

The Head of School/Executive Headteacher keeps a log of all serious incidents and actions taken.

The Head of School/Executive Headteacher has the responsibility of authorising fixed term exclusions for serious acts of misbehaviour. For repeated or extreme incidents, where the safety of the child or others is at risk, permanent exclusion will be considered. This will be as a last resort and in consultation with the Governors and/or LEA.

### **Role of Governors**

It is the responsibility of the Governors to agree the Behaviour Policy and its effectiveness. They support the Head of School and staff in the implementation of the policy.

Although the Head of School has the day to day responsibility for the implementation of the policy, the Governors may offer advice on particular issues. The Head of School must take this into account when making decisions regarding matters of behaviour.

The Governors are informed of any fixed term and permanent exclusions. Parents have the right to appeal to them for re-instatement.

Parents may also appeal to the Governors if they believe their child is being treated unfairly.

### **Contact with Parents**

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Parents can expect to be kept informed of their child's behaviour at school and staff will contact parents to share positive messages as well as any concerns.

In the case of persistent misbehaviour or, more rarely a serious misdemeanour, discussions with parents will take place to establish ways of helping the child improve. For example, it may be necessary to devise an action plan in conjunction with the parents. In some cases, behavioural problems may be linked to the social, emotional and mental health of a child and could lead to the involvement of external agencies to support both at school and in the home.

Parents who have concerns about behaviour in the school should make an appointment to speak with the class teacher in the first instance. Where concerns are not being addressed or the nature of the concern is more serious parents should ask to see the Head of School.

### **Exclusions**

In extreme situations, which are very rare, exclusion procedures, following MAT guidelines, will be put into practice. A Fixed Term Exclusion may be used to give all parties space and time. A Risk Assessment is put in place before a child returns to school. If there are a number of Fixed Term Exclusions and no improvement in the behaviour that is leading to them then the school will seek advice.

Clear, dated records should be kept of incidents leading to such exclusions and parents should be notified promptly of any issues.

### **Monitoring**

The Head of School has responsibility for the day to day monitoring of the effectiveness of this policy, and reports to the Executive Headteacher and Governors, making recommendations for future improvements.

Records are kept on CPOMS by the Head of School of major incidents of behaviour and parental concerns.

Statutory records are kept of exclusions.

The class teacher should keep a log of incidents of misbehaviour within the class, as appropriate, in class issues book. Incidents will be recorded on CPOMS.

### **In Conclusion**

The school policy is to encourage children to be self-disciplined and to be accountable for their own behaviour. Emphasis, wherever possible, is on the positive aspects of a child's behaviour.

However, response must be made firmly, fairly and promptly to those who fail to reflect the values of the school.

Our behaviour policy is to underline the aims of the whole school and is reflected through the quality of relationships and mutual respect shown between all members of the school community, thus enabling effective teaching and learning to take place.

## **APPENDIX 1 - Guidance on Expected Behaviours**

### **Classroom Practice**

There should be a recognisable beginning and end to each session with pupils arriving and leaving in an orderly fashion.

Pupils should work in a structured and safe environment.

Children should move around the classroom in a purposeful and controlled way.

The children will be expected to respect the property of the school and that of other children.

All pupils will be expected to be meaningfully employed, keeping to set tasks.

Children should not be left unsupervised in a classroom.

At playtimes/lunchtimes all children will be expected to be in the playground except in exceptional circumstances.

A teacher should only be called out of the room during a lesson in an emergency, in which case, another member of the school staff should be used to provide short term supervision.

Children should not bring items of value to the school (money, games, toys, etc). Pupils who need to have mobile phones in school MUST hand them in to the school office on entry to the school (see Mobile Phone Policy).

Children are responsible for their own watches during P.E. and other sporting activities. Smart watches are not to be worn in school.

If parents ask for children to be kept in during playtime/lunchtime the children should go to the entrance area, unless they are supervised by their teacher in the classroom.

Any incidents of misbehaviour should be recorded by the class teacher using CPOMS.

## **Around the School**

### **Generally**

Movement around the school should be in an orderly fashion. In the corridors and classrooms children should WALK quietly. They should be reminded that running is dangerous and therefore forbidden.

Children should accept that all have an equal right to free movement around the school.

Children should always give way to adults when moving around the school.

At all times children, should be polite and well-mannered when addressing their peers and adults.

### **In the Playground**

Pupils should keep to their designated areas

K.S. 1 - small playground

K.S. 2 - large playground

Once the bell has been rung inside the school building, the staff on playground duty will ring the outside bell. Pupils should react immediately to this and stop. When asked they line up sensibly and stand in silence. Teachers or teaching assistants always collect children from the playground and lead them into school in an orderly fashion.

At mid-morning break Key Stage 2 pupils line up as year groups on the large playground. Key Stage 1 and Foundation stage line up on the small playground.

The trim trail is to be used on a rota basis when the field is dry. Children using this must be supervised. (maximum number 12)

The lower third of the playground can be used by pupils to play football with a sponge ball.

There is a rota for this area.

Other physical activities such as skipping etc. can be done in the remainder of the playground.

There is a seating area separating the two playgrounds which can be used by any pupils.

### **In the Dining Hall**

Lunchtime should be seen as a sociable occasion with children being encouraged to interact with each other at the table in a polite and relaxed way.

Children should enter the dining hall quietly and sit down when told to do so.

Noise should be kept to a reasonable level.

Good table manners should always be encouraged.

Children should only leave when given permission to do so by midday supervisors.

Monitors may be appointed by the midday supervisors to help clear the tables, stack chairs and sweep the floor.

### **Lunchtime**

#### **General**

Children should only stay in school when supervised by an adult.

Pupils should never leave the site unless signed out from the office by a parent/guardian.

Midday supervisors should always be treated with respect. Children should always address them politely and should always respond promptly and positively to requests made by the midday supervisors.

Positive behaviour at lunchtime should be encouraged by midday supervisors by the giving of verbal praise and raffle tickets. Good behaviour is also rewarded with certificates for Lunchtime Stars of the week being presented at our weekly Celebration Assemblies. Unsuitable behaviour should be reported to the class teacher.

### **Wet lunchtime**

Key Stage 2 children will stay in their classrooms where they will be supervised in quiet activities by a lunchtime supervisor.

Key Stage 1 and Foundation Stage children will be supervised by lunchtime supervisors in the inside classrooms.

### **Wet playtime**

All staff should stay in their classrooms. Drinks will be brought to the classroom.

All classrooms have a selection of play activities and games that pupils can access during wet weather.

## **APPENDIX 2 – Behaviour Level Grid**

Level	Behaviour	Action	Recording
Low	<ul style="list-style-type: none"> <li>• Interrupting or distracting others.</li> <li>• Ignoring instructions.</li> <li>• Pushing.</li> <li>• Not engaged with learning.</li> <li>• Deliberately and consistently creating distraction / disruption</li> </ul>	Reminder about SMART behaviour Work completed at break/sent home	No formal recording required but note may be made in Class Issue Book.

	<ul style="list-style-type: none"> <li>• Damage through carelessness</li> </ul>		
Medium	<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour</li> <li>• Deliberate refusal to follow instructions</li> <li>• Deliberate damage.</li> <li>• Leaving class without permission</li> <li>• Verbal confrontation</li> <li>• Swearing</li> <li>• Physical fighting</li> </ul>	<p>As above</p> <p>Teacher Discussion with SENDCO</p> <p>Phone call to parents</p> <p>Behaviour Action Plan may be put in place</p>	<p>Class teacher–records incident on CPOMS. Reflective sheet completed and uploaded onto CPOMS</p> <p>Record of parents’ response.</p> <p>Ensure Head of School is aware.</p>
High	<ul style="list-style-type: none"> <li>• Persistent Bullying</li> <li>• Racist abuse</li> <li>• Leaving school grounds</li> <li>• Theft or Vandalism</li> <li>• Extreme violence towards staff/adults/children</li> <li>• Acts of extreme danger</li> <li>• Very serious challenge to authority</li> </ul>	<p>Talk to Head of School/discussion with SENDCO</p> <p>External support may be brought in</p> <p>Regular meetings with parents</p> <p>Behaviour Action Plan (BAP)</p> <p>Work sent home which must be completed if excluded</p>	<p>As ‘medium’</p> <p>Letter home</p> <p>Racist incident report</p> <p>Letter home /and Behaviour Action Plan may be set up</p> <p>If exclusion, Head of School will inform parents by phone</p> <p>Exclusion record</p>