

WEXHAM COURT PRIMARY SCHOOL

Behaviour Policy

2022 - 2023



Date Approved:	Summer 2022
Date for Review:	Summer 2023
Approved by:	Full Governing Body & Headteacher

CONTENTS

- 1. AIMS AND PRINCIPLES 3
- 2. WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES 3
- 3. ACTIVE INGREDIENTS OF THE BEHAVIOUR STRATEGY 4
- 4. RULES 4
- 5. EXPECTATIONS OF STAFF 5
- 6. RELATIONSHIPS 5
- 7. CHOICES 5
- 8. RESPONDING TO INAPPROPRIATE BEHAVIOUR, THE RESTORATIVE WAY 5
- 9. LEVELS OF BEHAVIOUR (PREVENTION, SANCTIONS AND ACTIONS) 6
- 10. LANGUAGE AROUND BEHAVIOUR 7
- 11. REASONABLE ADJUSTMENTS 7
- 12. THE RIGHT TO SEARCH A CHILD 7
- 13. HOW WE RECORD AND MONITOR BEHAVIOUR INCIDENTS 8
- 14. EXCLUSION AND SUSPENSION 8
- 15. HOME SCHOOL AND SHARED AGREEMENTS 8
- 16. OTHER POLICIES 9
- APPENDIX 1 10
- APPENDIX 2 11

WEXHAM COURT PRIMARY SCHOOL

BEHAVIOUR POLICY

Preparing every child to become a successful individual in an ever evolving world.

Build belonging, Strive for excellence and Do the right thing.

At Wexham Court Primary School we are proud of the diversity of our students and staff and are committed to promoting a positive and inclusive culture in which all are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, beliefs, sex or sexual orientation. We acknowledge that we are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions and that this can negatively impact traditionally marginalised and disenfranchised students. In all areas of our school, we strive to understand and appreciate all aspects of diversity, equality and inclusion and proactively adapt our school policies and procedures accordingly.

This policy has been written with views from pupils, teachers, parents and governors. It reflects our belief that our children come first. Our approach to behaviour is predicated on all staff having positive and nurturing relationships with all children.

1. AIMS AND PRINCIPLES

Our vision is to prepare every child to become a successful individual in an ever-evolving world, this is underpinned by our principles of **doing the right thing, striving for excellence** and **building belonging**.

We believe that the best way of securing positive behaviour for children is to create a culture which values effort and good choices. We teach children to make the right choices by balancing the consequences of their choices; a skill that is essential for adult life.

2. WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued, respected, and learn, free from the disruption of others
- Staff and pupils understand the expectation to be ready, respectful and safe
- Staff and pupils understand that there are always consequences to their decisions
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

3. ACTIVE INGREDIENTS OF THE BEHAVIOUR STRATEGY




- Consistent, calm, adult behaviour
- Modelling how to solve problems and make the right choice
- Listening
- Rigorous routines, taught and practiced
- Remove barriers
- Restorative not reactive
- Positive language and controlled volume and pitch
- Equality of authority
- Foster a sense of belonging and safety

4. RULES

In order for Wexham Court Primary School to have a calm and purposeful environment, we have three simple rules:

- be ready
- be respectful
- be safe.

Rules are only effective if they are taught. They will be explicitly taught and modelled throughout our teaching day and linked to our principles.

<u>Principles</u>	Strive for Excellence	Build Belonging	Do the Right Thing
<u>Rules</u>			
	<ul style="list-style-type: none"> • We arrive at school on time • We have the correct uniform and PE kit, which is neat and tidy • We have our equipment ready • We show that we are listening by making eye contact • We start learning promptly and give 100% in every lesson • We line up quietly and quickly 	<ul style="list-style-type: none"> • We listen when others speak and respond politely • We always communicate with kindness and show excellent manners • We respect that other people have different ideas, beliefs and backgrounds to our own • We greet staff with a smile and hold a conversation confidently • We respect the law and the rules of school and society • We show a constant willingness to help others • We are happy for others when they are successful 	<ul style="list-style-type: none"> • We reflect on our choices and accept our consequences • We walk around school in a safe manner • We follow instructions to keep ourselves safe • We use equipment safely • We make good choices <u>online</u> and follow the SMART rules • We know who to talk to if we see or experience something that makes us uncomfortable • We keep our hands clean • We are a school community, we make everyone feel safe and welcome

5. EXPECTATIONS OF STAFF

Adults teach children important social interactions which enables cohesion:

- Encourage children to see their peers point of views
- Encourage children to take joy in the success of others
- Encourage new friendships
- Teach children to acknowledge when someone has done something for them.

A way to encourage belonging further is through team work, rewarding the children through our house token system. Children work as a team to collect tokens for their team, these are rewarded when children show exceptional behaviour. Children are heavily invested in the process of working as a team to enable success.

6. RELATIONSHIPS

Relationships are the single most important factor in any behaviour code. Our expectation is that all adults will go above and beyond to foster strong relationships. Our overviews and professional development are designed to enable this. These relationships extend to parents, community and colleagues.

7. CHOICES

Life is a series of choices. One choice leads to another, that leads to another and so on.

Making decisions can be hard. Knowing the right choice to make can be overwhelming. By modelling, highlighting examples and teaching pupils how to weigh up consequences, we believe we can start to help in their decision-making process. Therefore, problem solving is encouraged and relished.

8. RESPONDING TO INAPPROPRIATE BEHAVIOUR, THE RESTORATIVE WAY

Most behaviour can be managed through:

- Good relationships
- Clear classroom expectations and routines
- High expectations
- Work appropriate to needs
- Signals, gestures and pauses etc.

Below are examples of low level and persistent behaviour and serious behaviour. This is not an exhaustive list:

Persistent Low Level	Serious
Not listening to the speaker	Swearing
Interrupting others	Insulting others
Distracting others from working	Bullying including online
Slow to line up	Defiance
Dropping / walking past litter	Violence
Not returning home learning, reading book/record	Damaging school property
Wearing incorrect uniform	Smoking on site
Showing limited effort in lessons	Vaping
	Carrying any weapons
	Child on child abuse

When dealing with any of the above, we expect all adults to consider the incident and the child, using equality of adult authority. As explained earlier, adults should use a restorative approach supporting pupils to reflect on what they did; was it 'a good choice' and what were the consequences of their choice. They should also be supported in considering the consequences for them and others as a result of the incident or behaviour. See 30 second intervention script for persistent low level behaviour in Appendix 1.

9. LEVELS OF BEHAVIOUR (PREVENTION, SANCTIONS AND ACTIONS)

9.1 Sanctions:

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Should not be applied to a whole group, for the activities of individuals
3. Should be consistently applied by all staff, to ensure that children and staff feel supported and secure
4. Be proportionate to the action.

Any sanctions that are applied are done so with the aim of making it less likely that the inappropriate behaviour will recur. Sanctions should never be degrading or humiliating. They are delivered in a calm voice without the need to ever shout. Please respect the pupil and avoid using negative language or generalisations. Sanctions are not the answer but can play a preventative role.

9.2 Low Level Behaviour

- **Use the terminology of 'choice'**
- Work on your relationship with the child
- Teach behaviour expectations
- Model, reinforce and refer to expectations of behaviour in your classroom
- Use of non-verbal cues to avoid disruption to the lesson
- Teacher instruction is used effectively such as "*Romans invaded many countries, Jack you might be able to think of one*" or naturally pointing out positive behaviours and not names.
- Remember to avoid stereotypes, generalisations, reflect on bias.

9.3 Persistent and Low Level Behaviour

- **Use the terminology of 'choice'**
- **Develop your relationship with the pupil.**
- **Ensure you are aware of any need to know information**
- Make sure they are aware and understand what they have done wrong:
 - Spend time helping them to reflect on their choice, and what made them make this one
 - Discuss the possible choices available
 - Discuss the consequences of their choice on them and others
- Move their seat
- Give a closed choice: You can either get on with your work at your desk or on this desk
- Keep them back briefly (no longer than 10 minutes) at break / lunch to reflect on their choices. This should be a conversation.
- Reset expectations in front of parents
- Meet formally with parents
- Refer child to the Head of Year.

Behaviour logs are to be filled out for incidents such as bullying, cyber-bullying, damage to property etc. These are signed, dated and given to SLT – see Appendix 2.

9.4 Serious incidents

- **Use the terminology of 'choice'**
- Ensure everyone is safe and send for SLT
- Complete the pupil point of view forms and the investigation summary sheet and file in the SLT office
- Put the child on report for two weeks in consultation with SLT. Review in two weeks.

9.5 Senior leaders may:

- Set an internal exclusion, a suspension or a permanent exclusion if appropriate (see exclusion policy)
- Remove the child from the classroom / playground
- Call parents into school to inform them and reset expectations
- Arrange a team around the family meeting to discuss and formulate action plan of support for the child.

10. LANGUAGE AROUND BEHAVIOUR

At Wexham Court, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for children to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times and always refer to our rules as a way into the interaction. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child:

- Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group
- Should not refer to stereotypes or generalisations
- Bias should be reflected upon
- Incidents are logged following protocol.

11. REASONABLE ADJUSTMENTS

Reasonable adjustments are made for any child that may require it. This may include pupils with a disability, mental health concerns, SEND or anything else that may affect their ability to follow our behaviour rules. Any support plan will be agreed by professionals and put in place for these pupils.

12. THE RIGHT TO SEARCH A CHILD

The Headteacher and staff authorised by the Headteacher have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or
 - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize or confiscate any prohibited items found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified as an item which may be searched for. A search may be conducted with the consent of the pupil, but can also be conducted without consent, if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff, unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching
- break school rules
- commit an offence
- cause personal injury
- damage property.

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy.

For further detail, please refer to Searching, Screening and Confiscation at School (DfE, January 2018).

13. HOW WE RECORD AND MONITOR BEHAVIOUR INCIDENTS

All behaviour incidents are recorded in the class 'Lets reflect' log and the pattern of incidents are consistently monitored by the class teacher and Head of Year. Staff will also use CPOMS to record and monitor any incidents. CPOMS is an online system for monitoring Safeguarding, wellbeing and all pastoral issues. Every effort is made to ensure that there is good communication between home and school. Our mutual expectations are made clear in our Home School Agreement.

14. EXCLUSION AND SUSPENSION

For further details, please see our Exclusion Policy.

15. HOME SCHOOL AND SHARED AGREEMENTS

A Home School Agreement is also sent to parents/carers and children outlining shared expectations, which is signed. Collectively as a community, we make positive choices that benefit us all.

A home school agreement sets out to:

- explain our behaviour policy and home school agreement to parents and children when they first come to our school and at parent interviews when necessary
- contact parents before serious situations develop whenever possible
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreement annually.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing.

16. OTHER POLICIES

This behaviour policy should be read in conjunction with the following policies:

- Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Home School Agreement
- SEND Policy.

APPENDIX 1

30 second intervention

1. State the behaviour that was observed and which rule/expectation/routine it contravenes.
2. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
3. Walk away from the learner; allow her time to decide what to do next.
4. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message, invest in conversation and reflection. Avoid asking 'why' questions when dealing with misbehaviour	
1. Refocus	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening Example - 'I notice that you're running. You are not respecting our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Conversation	<p>I noticed you chose to ... (noticed behaviour) This is the second time I have spoken to you. Let's sit down after the lesson to discuss this</p> <p>How were you feeling at the time? Who has been affected by your actions? In what way? How can I help you (learner's name)? Example - 'I have noticed you are not ready to do your morning activity. You are not respecting the rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. Reflection	<p>I noticed you chose to (noticed behaviour)</p> <p>You need to... (Go to a quiet area / take some time out/ have a chat with me) Example - 'I have noticed you chose to use rude words. You are not respecting the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*Do not describe child's behaviour to another adult in front of the child*</p>
4. Follow up – repair & restore	<p>What happened? (Neutral, dispassionate language) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently next time?</p> <p>Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you, I know you can be that person again, I believe in you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

APPENDIX 2



READY



RESPECTFUL



SAFE



Pupil reflection

This is your opportunity to say exactly what you believed happened.
Please write clearly saying what you actually saw, heard and did.

- Write neatly
- Use the first and second names of people so that we know who they are
- Write on the back of this form if you need more space

My name is _____ Class: _____

When did this happen? _____ (Date) At _____ (Time)

Where did this happen? _____ (Say where i.e. room, playground)

The other people you believe saw or might have seen what happened:

I believe what actually happened was:



READY



RESPECTFUL



SAFE

Pupil reflection



Actions:

What choices could have been made?

What will I do differently next time?

What are/were the consequences of my actions for all involved?

To put things right I need to:

Teacher Summary

Was this a one off or linked to other incident(s)?

Teacher _____ Date _____



Date:

Name:

Choices Reflection



What choice did I make?

What were the consequences as a result?

Problem/ Event

What were the actions that led to this? How were you feeling before this happened?

Reflection—what will I do to put things right? How will I deal with this differently next time?

