

# WEXHAM COURT PRIMARY SCHOOL

## Behaviour Policy

2023 - 2024



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# 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**

1. Every pupil understands they have the right to feel safe, valued, respected, and learn, free from the disruption of others
2. Staff and pupils understand the expectation to be ready, respectful and safe
3. All pupils, staff and visitors will not be discriminated against
4. Staff and pupils understand that there are always consequences to their decisions
5. Staff and volunteers set an excellent example to pupils at all times
6. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
7. The behaviour policy is understood by pupils and staff
8. Pupils are helped to take responsibility for their actions

Exclusions or suspensions will only be used as a last resort, please see the Exclusion Policy

- 9. 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 incredibly well
- Rigorous routines, taught and practiced
- Remove barriers and scaffold success
- Restorative not reactive
- Positive language and controlled volume and pitch
- Equality of authority
- Foster a sense of belonging and safety

### 4. CHOICES

Life is a series of choices. One choice leads to another, that leads to another and so on. Pupils are guided to “Do the Right Thing”.

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.


### 5. RULES





In order for Wexham Court Primary School to have a calm and purposeful environment, we believe that pupils should be taught to understand that they have a choice and each choice has a consequence for them and for others. Pupils are taught to “Do the Right Thing”.

We have three 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 of strive for excellence, do the right thing and build belonging.

Rule	 <b>Be ready</b> <small>READY</small>
	<ul style="list-style-type: none"> <li>• We arrive at school on time</li> <li>• We have the correct uniform and PE kit, which is neat and tidy</li> <li>• We have our equipment ready</li> <li>• We show that we are listening by making eye contact</li> <li>• We start learning promptly and give 100% in every lesson</li> </ul>

	<ul style="list-style-type: none"> <li>We line up quietly and quickly</li> </ul>
<b>Rule</b>	 <b>Be respectful</b> 
	<ul style="list-style-type: none"> <li>We listen when others speak and respond politely</li> <li>We always communicate with kindness and show excellent manners</li> <li>We respect that other people have different ideas, beliefs and backgrounds to our own</li> <li>We greet staff with a smile and hold a conversation confidently</li> <li>We respect the law and the rules of school and society</li> <li>We show a constant willingness to help others</li> <li>We are happy for others when they are successful</li> </ul>
<b>Rule</b>	 <b>Be safe</b> 
	<ul style="list-style-type: none"> <li>We reflect on our choices and accept our consequences</li> <li>We walk around school in a safe manner</li> <li>We follow instructions to keep ourselves safe</li> <li>We use equipment safely</li> <li>We make good choices <u>online</u> and follow the SMART rules</li> <li>We know who to talk to if we see or experience something that makes us uncomfortable</li> <li>We keep our hands clean</li> <li>We are a school community, we make everyone feel safe and welcome</li> </ul>

## 6. RELATIONSHIPS & EXPECTATIONS

6.1 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.

### 6.2 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
- Encourage children to “Do the Right Thing”
- Listen to pupils to understand exactly what is going on – is there any other relevant information?

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. It is these relationships that enable pupils to feel safe and secure. They may say something of importance.

## **7. 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 Behaviour**

- Not listening to the speaker
- Interrupting others
- Distracting others from working
- Slow to line up
- Dropping / walking past litter
- Not returning home learning, reading book/record
- Wearing incorrect uniform
- Showing limited effort in lessons

### **Serious Behaviour**

- Swearing
- Insulting others
- Bullying including online
- Defiance
- Violence
- Damaging school property
- Smoking on site
- Vaping
- Carrying any weapons
- Peer on peer 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.

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

### **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.

Sanctions should never be degrading or humiliating. They are delivered in a calm voice without the need to ever shout. Staff are expected to respect the pupil and avoid using negative language or generalisations. Sanctions are not the answer but can play a preventative role.

## 10. DEALING WITH BEHAVIOUR

### 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
- Find opportunities to praise the positives often.

### 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 1. For low level and persistent behaviour, the class teacher will record incidents in a "Persistent low level behaviour log". When reaching more than three incidences in a week, it will be escalated to SLT.

### 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 behaviour log and the pattern of incidents are consistently monitored by the class teacher and Head of Year. This is further monitored by the DSL who looks for patterns or trends. Staff will also use CPOMS to record and monitor any incidents where there may be a safeguarding concern. 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. In addition, we report to the Governors termly on behaviour.

### **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:

- Strengthen the partnership of parent, school, pupil, by clarifying roles, responsibilities and expectations
- 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
- 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.
- Equality, Diversity and Inclusion Policy
- Keeping Children Safe in Education – DFE publication

This policy can be translated if required.





READY



RESPECTFUL



SAFE



## Pupil reflection

**Actions:**

What choices could have been made?

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What will I do differently next time?

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

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To put things right I need to:

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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?

