



## BEHAVIOUR POLICY

### **Our Vision:**

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

### **Our Values:**

To ensure the well-being and safety of our pupils are met through our school values of:

**Respect** – by respecting each other and preventing all forms of bullying to ensure the safety and wellbeing of our children.

**Compassion** – by considering the needs of each child as an individual, valuing diversity and expecting everyone to look after each other and keep everyone safe.

**Creation** – creating a positive, safe and secure environment which allows children to thrive and flourish.

**Perseverance** – To persevere in providing an inclusive, welcoming and friendly environment in which Christian and caring values are central to the ethos of the school, ensuring all children feel valued and secure.

**Service** – by building trusting relationships and ensuring equal opportunities for all the children we serve, to help to keep everyone safe.

### **Aims**

At Willaston Church of England Primary School we have an expectation of the highest standards of behaviour by:

- encouraging good behaviour and respect for others preventing all forms of bullying
- creating a positive atmosphere in which children are praised for displaying good behaviour and positive attitudes as well as good work
- providing an inclusive, welcoming, friendly and supportive environment in which Christian and caring values are central to the ethos of the school, ensuring all members of the community feel valued and secure

- promoting equality of opportunity for all. Valuing diversity and encouraging responsibility, self-confidence and raising self-esteem in all aspects of school life.

## **Principles**

Willaston Church of England Primary School is committed to promoting respect, fairness and social inclusion. We ensure we comply with equalities legislation and the duty to promote the well-being of pupils (section 21 of the Education Act 2002, as amended by section 38 EIA 2006 and the Equality Act 2010) eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

Vulnerable pupils – such as those with special educational needs, physical or mental health needs, migrant and refugee pupils and looked-after children – receive behavioural support according to their need. Children in all these groups can experience particular difficulties with behaviour, for example, related to medical conditions, lack of understanding or trauma.

## **Inclusion Principles**

- Staff at Willaston CE Primary School value pupils of different abilities and support and promote inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best support for each child.
- Within each class, teaching and learning styles and class organisation will be flexible to ensure effective learning for all children. Grouping to support children identified with additional needs will be part of this process.

## **Values**

To maintain a positive and safe learning environment and to reinforce the positive ethos of our school, we expect our whole school community to behave in line with our school values of **Respect, Compassion, Perseverance, Creation and Service**.

Our School Values are discussed regularly in assembly and revisited frequently through teaching and learning in every aspect of our work with children. They are displayed in every classroom and throughout the school. In addition, our school prayer re-enforces these values on a daily basis.

## **Rewards**

Rewards for good behaviour and work will be:

- House Points (given out by any member of staff to any child for good behaviour or good work). The top three children in each class will be able to choose from the agreed rewards with the class weekly. House Captains are responsible for promoting positive behaviour through the house point system and collecting the house points from each class on

a Friday.

- Headteacher's Certificate (given to one child in the class who has produced very good work or demonstrated outstanding positive behaviours, presented in assembly on a Friday).
- Star of the Week (presented to one child in the class during Celebration Assembly on a Friday, for a pupil who has demonstrated one of our school values).
- Good Deeds are displays of our school values, recognised by the pupils in the class and nominated to have their good deed displayed on our 'Tree of Good Deeds' in the school hall.
- Praise and encouragement (given to children verbally and through marking of children's achievements and work).
- Celebration of good work and positive attitudes. Children share good work and examples of positive behaviours with other adults in the school
- Good work postcards are sent home to parents/carers every half term.
- Mathemagician and Remarkable Reader Trophies awarded weekly.

Teams with the most house points each half term are given a reward which has been chosen by the children. Classroom management strategies are unique and individual to each class and individual children when necessary.

### **Steps to manage and modify behaviour**

- Children will be reminded of the school values, Respect, Compassion, Perseverance, Creation and Service
- The teacher will make the child aware of their behaviour in order that they can make the right choices
- A clear verbal caution is delivered privately to the child making them aware of their behaviour and outlining the consequences if they continue. Reference will be made to their usual positive behaviour. The child or teacher may make a note of the behaviour on a post-it note.
- The child reflects on their behaviour with the adult at the earliest opportunity when the post-it note is destroyed.

### **Partnership stage**

If a child consistently demonstrates unacceptable behaviour, or the level of behaviour is serious, we would aim to support the child through a partnership approach. (Not all steps will be followed in all cases).

- A member of the Senior Management Team or the Learning Mentor will speak with child about their behaviour.
- An incident considered to be serious would be recorded on an Incident Behaviour Form (Appendix 1) and loaded onto CPOMS. This is shared with the parent.
- Partnership between teacher, child and parent to agree strategies to support and improve the child's behaviour. Behaviour improvement strategies could include:
  - Home School Book
  - Star/Target Charts
  - Work stations
  - Positive Behaviour Plan (Appendix 2)

- Consultation with Parent and member of Senior Management Team or Learning Mentor identifying triggers to behaviour and successful strategies for support. This may be recorded on a Positive Behaviour Plan and reviewed as appropriate to individual need.
- Partnership meetings with Parents according to a child's individual need with a focus on targets and timescale for improvement. This may be recorded on Positive Behaviour Plan.
- Involvement of outside agencies e.g. Educational Psychologist, behaviour management consultants will be recommended if appropriate.

In some circumstances a specific incident may be viewed serious enough to miss out some of the stages above. For pupils with behavioural, social or emotional difficulties, or identified disabilities such as ADHD, Willaston CE Primary School will ensure that all **'reasonable adjustments'** have been made to help the child to be included in school (a requirement of the Equality Act 2010.)

In truly exceptional circumstances, it may be necessary for the school to fast track a child through this procedure, if he/she, other children or staff are at risk. In such circumstances, parents would be contacted directly by the Headteacher. Further steps may then be taken which may lead to exclusion in line with the school's exclusion policy.

Hopefully, we will not have to resort to these consequences. Our Ofsted report in January 2023 commented that -

**'Leaders, staff and governors are highly committed to the school. They are extremely ambitious for pupils' learning and their behaviour. Pupils appreciate this and do their best to rise to the challenge. Their behaviour and attitudes to learning are excellent.'**

**Leaders make sure that they celebrate good behaviour. For example, they enjoy Friday's special praise assemblies where pupils may be chosen as a 'star of the week'. Pupils receive this award for demonstrating one of the school's five values 'perseverance, respect, compassion, creation and service'.**

Our Church of England SIAMS report (March 2017) stated that **'Behaviour is exemplary. Politeness, courtesy, care for each other is evident throughout the school. It is a care that extends to the world'.**

### **Dealing with Complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO / Deputy Headteacher or Headteacher, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- If the issue still cannot be resolved, the parent may contact the Chair of Governors, Mr R Hinds whose contact details are available from the school office.

- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office and on the school website.

**Approved by Governors 16 October 2023**

A handwritten signature in blue ink, appearing to be 'M. P.', is written over a light blue rectangular background.

**Signed Chair of Governors**

***To be read in relation to Inclusion, Exclusion and Anti Bullying Policies.***



## Appendix 1

# Positive Behaviour Plan

Name	Date

Trigger Behaviour(s)

Description of Behaviour	Potential Risk

Preferred Supportive and Intervention Strategy			
Verbal Advice and Support		Distraction	
Reassurance		Time Out	
CALM talking/stance		Withdrawal	
Negotiation		Cool Off (Directed/Offered)	
Choices/Limits		Humour	
Consequences/Rewards		Change of Adult	
Planned Ignoring		Success Reminder	
More Time to understand explanation		Simplified Instructions	
Other Strategies that work with this child:			

Praise Points/Strengths (areas that can be developed and built on)

Views of the Pupil
Pupil Name
I feel angry when.....
I feel better when.....

Signed (pupil)		
Other factors that should be taken into account (medical/SEN etc)		
How will the parents support this plan?		
Review Date		
Signed by		
	Signature	Date
Class Teacher		
SMT		
Parent		

## Incident Behaviour Form

Name of Pupil \_\_\_\_\_ Year/Group \_\_\_\_\_

Date of Incident \_\_\_\_/\_\_\_\_/\_\_\_\_ Time of Incident \_\_\_\_ - \_\_\_\_ Place \_\_\_\_\_

Name of person completing this form: \_\_\_\_\_ Signed \_\_\_\_\_

Name of any **other** staff involved/ witness to incident: \_\_\_\_\_ Signed \_\_\_\_\_

\_\_\_\_\_ Signed \_\_\_\_\_

### What triggered the incident?

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Instruction given	Noise	
Sanction imposed/ reprimanded	Change to routine	
Change over time or end of break/ lunch	Another person invading their space/ getting too close	
Change of task	Hungry	
Frustrated with work	Losing in a game/ activity	
Did not want to work	Bullying	
Provoked by another pupil	Medication issued	
Argument with other pupil	No clear trigger/ don't know	
Feeling unwell	Other (please specify)	

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### Behaviour:

Punching/ Hitting (state who)	Refusal to work	
Kicking (state who)	Damaging property	
Biting (state who)	Disruption to group/ individual	
Spitting (state at who)	Trashing room	
Pushing (state who)	Throwing objects	
Aggressive Behaviour/ intimidation (towards whom?)	Throwing objects at staff/ other pupils	
Ran into the car park/ off the premises	Encouraging others to be disruptive	
Ran out of class and around school	Climbing up furniture/ building/ other	
Ran into the playground	Abusive language	
Shouting/ screaming	Swearing	
Ignoring staff instructions/ advice	Allegations against staff	
Hiding	Other (please specify)	

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**De-escalation techniques tried:**

Verbal advice and support		Reassurance	
Calm talking		Humour	
Distraction		Choices offered	
Step away		Support systems	
Negotiation		Non-threatening body language	
Change of face		Instructions given	
Warning about consequences		Time out offered/ given	
Pupil moved to safer place/ away from staff/ pupils		Reducing stimuli e.g. noise, brightness	
Removal of object		Other (please specify)	

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**Physical Intervention- Complete only if physical intervention was used**

Please tick the reasons for any physical intervention	
Prevent injury to themselves or others	
Prevent damage to property or to prevent the individual from committing a criminal offence	
Move the individual to a safer place	
Maintain good order	

Technique(s) used	Number of staff involved (add initials)		Sitting	Standing	Kneeling/ Sitting on floor	Effectiveness (out of 10)	Length held for:
Steering away							
Friendly hold							
Single elbow							
Figure of four							
Double elbow							
T-Wrap							
Half Shield							
Other:							

Indicate which body part was held by which member of staff

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**First Aid- Complete only if an injury has been sustained as a result of the incident**

Treatment required	Yes	No
Examination/ treatment accepted	Yes	No
Accident form/ book completed	Yes	No

Name of injured pupil or member of staff(s) \_\_\_\_\_

Give details of how the injury was sustained and treatment

given: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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### **Other**

Pupil view of the incident (if willing to discuss)

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Actions as a result of incident (if known)

\_\_\_\_\_

\_\_\_\_\_

Incident Reported to:	Date	Signed
SMT		
Parent		
OTHER (Please indicate):		

**If any witness statements/reports have been made in relation to this incident,  
please attach to this form**

		<u>RISK REDUCTION PLAN</u>		Name:	
				Class:	
Date:		Triggers		Medical Information: (that need taking into account before physically intervening)	
Stage of Crisis		Describe the Behaviour what does it look and sound like (Describe common behaviours/situations )		Preferred supportive/intervention (Describe strategies that should / could be in place at each stage and by who)	
Anxiety level 1					
Defensive/Escalation level 2					
Crisis level 3					
Recovery					
Emotional Reaction					
Follow Up					
Additional information/Preferred strategies : (Describe preferred holds, standing, sitting stating numbers and names of preferred staff and useful 'get outs' that can be used when holding)					
Notification required:					
Plan agreed by					
Name (School)_____Signed_____ Name (Parent)_____Signed_____					

