



Whittington CE (VA) Primary School

BEHAVIOUR POLICY 2024-25

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Whole School Behaviour & Discipline Policy

Section I -Introduction

Whittington CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This is fundamental to our vision of all in our school community 'living life in all its fullness'. Our behaviour policy guides staff to teach self-discipline, not blind compliance, through our core Christian values of **Love, Courage, Community, Quality and Honesty**. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

This document is a statement of the aims and strategies for ensuring positive behaviour within the school. An effective Behaviour Policy is one that seeks to lead children towards high self-esteem, self-discipline and, ultimately, self-regulation. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

Core Principles

The core principles of behaviour at Whittington CE (VA) Primary School are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of praise and rewards will increase children's self-esteem and thus help them to achieve more. Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children, and impact upon learning, while helping children acquire self-discipline.
- **Consistency – in order for Behaviour Policy to be successful, everyone in the school community must be 'on board' and acting consistently.**

The policy is the result of consultation with pupils, parents, governors and staff. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff.

Aims

We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To ensure that every member of the school community will feel valued and respected, and all persons will be treated fairly.
- To develop an ethos of mutual respect and understanding through a set of whole school rules that apply to everyone
- To have a clearly structured policy that is applied throughout the school in a consistent manner
- To deal with inappropriate behaviour quickly and efficiently
- To keep parents well informed about the behaviour of pupils
- To foster an atmosphere of mutual support with the implementation of the behaviour policy

Expectations (all stakeholders)

At Whittington CE (VA) Primary School we:

- as adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
 - strive to make positive relationships with each other
- support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
 - reward good behaviour.
 - provide encouragement and stimulation to all pupils.
 - treat all children fairly and apply this policy in a consistent way.
- ensure that children are aware of school policy and systems and that each class is aware of the school rules.
- teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Five Pillars of practice:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Section 2

Charter of Rights and Responsibilities

The existing code of conduct was reviewed with pupils and staff and has been adapted as follows:

We all have the **right**:

1. To receive a good and enjoyable education, which is broad and balanced.
2. To be provided with a safe and secure classroom environment.
3. To privacy (e.g. lockers, personal belongings).
4. To be listened to and to have opportunities to express opinions.
5. To good quality resources.
6. To teachers and adults who are caring and fair.
7. To have fun and enjoy our time in school.
8. To friendships and to work cooperatively with others.

We all have the **responsibility**:

1. To work and learn to our full potential by always doing our best.
2. To look after our classroom, class resources and school environment.
3. To ask for permission before using or touching the belongings of others.
4. To listen to and to respect the opinions of others.
5. To be respectful and helpful to all adults.
6. To behave in a sensible and mature way at all times.
7. To look after each other.

This is used as a teaching aid in KS2 and is the focus on the annual Unicef day.

Each class in school has the same set of rules:

Be Ready
Be Respectful
Be Safe

All behaviour in school is underpinned by these three school rules.

Rewards

We will reward positive behaviour through:

Praise

- Actively looking for positive behaviour - **being effusive in praising those pupils who are behaving well**, rather than focusing on the negative.
- Stickers and praise stamps etc may be given to reinforce positive behaviour.
- Children may be sent to other members of staff for praise.
- Executive Head Teacher's and Head of School praise – given to reward effort, achievement and attainment. Praise will be given and a Head Teacher sticker awarded

Recognition and Imposition

Every day is a fresh start for all children. All classes have recognition at the centre of daily systems and routines and positive behaviour is recognised and rewarded in a variety of different ways. This includes Class Dojo (where points are given out to individual children), class rewards and stickers as well as verbal recognition for positive behaviour. The intention in all classes is for children to be recognised for positive behaviour as often as is possible. We operate a 'three strikes' system when managing low-level disruption in class. Children will receive a discrete verbal warning, a second discrete verbal warning and finally a consequence. The consequence of this third strike is a swift imposition for the child, to be used at the teachers' discretion (e.g. reminder of rules at the end of the lesson/break time). Often, the conversation with the child will be the imposition. Parents may be informed through a conversation or message depending on the severity of the behaviour.

Certificates of achievement

A weekly award given by the class teacher, with the contribution of the class, and presented during a special weekly assembly. The children's names will be recorded in the weekly school newsletter their certificate is displayed in school. Class teachers may give out additional class awards.

Above and Beyond

Children who go above and beyond what is expected of them are rewarded in special ways, through positive notes (Pozy notes), phone calls home or post cards home. We also have a weekly 'Hot Chocolate with the Headteacher', an event in which children are nominated to meet with the headteacher to reward their excellent behaviour. Our approach to these rewards is based upon 'now that...' as opposed to 'if... then...' in order to encourage creative and self-regulating behaviour.

Section 3

All staff should follow the guidelines contained in the behaviour and discipline matrix.

In every incident the unacceptable behaviour will be explained to the pupil and they will have the opportunity to explain their actions.

*adults will follow responses as far as is deemed appropriate.

Matrix	
Level 1 – Minor Inappropriate Behaviours (recorded on C Poms -The school behaviour and welfare record - if persistent – repeated behaviours that may initiate supportive discussions with parents and children)	
Behaviour	Adult responses may include (class):*
Interrupting others Spoiling the games of others Avoiding work/ wasting time Being noisy/ excessive talking Running inside school Play fighting/ rough play Hindering other pupils Cheekiness Disruption of learning Teasing	Appropriate body language/ Praise someone displaying appropriate behaviour ↓ First warning ↓ Second warning ↓ Parents may be informed. ↓ Involvement of senior teacher if behaviour persists / potential use of individual behaviour system
Level 2 – Major Inappropriate Behaviours – Recorded on CPoms	
Behaviour	Adult responses may include (class):*
Rudeness/ Arguing Lying Refusal to follow adult instruction Inappropriate name calling Inappropriate physical contact <i>(i.e. kicking, hitting, pushing)</i> Swearing	Discussion with class teacher ↓ Parents informed. ↓ Involvement of a senior teacher ↓ Multiple /regular incidents will lead to class teacher meeting with parents and possible involvement of learning mentor/ potential use of individual behaviour system/ consideration of additional needs
BEHAVIOURAL INCIDENT RECORD TO BE COMPLETED FOR ALL BEHAVIOURS DESCRIBED BELOW	
Level 3 – Serious Unacceptable Behaviours- Recorded on Cpoms	
Behaviour	Adult responses may include:*
Vandalism Dangerous refusal to follow instructions Bullying Theft Fighting Severe inappropriate physical contact Inappropriate sexual contact Verbal abuse of staff	Involvement of Head of School ↓ Parents contacted ↓ Involvement of other agencies as required ↓ Internal exclusion/ Fixed term exclusion
Level 4 – Severe Incidents	
Behaviour	Adult responses may include:*
Racial/Homophobic abuse Physical fighting <i>(where an adult has to intervene for the safety of the children)</i> Physical abuse of staff	Involvement of Head of School and Executive Headteacher ↓ Parents contacted by Head of School ↓ Involvement of Executive Headteacher leading to internal exclusion and or/ fixed term exclusion ↓ Reported to local authority/ Possible pupil planning meeting ↓ Repeated incidents could lead to permanent exclusion

Section 4 – Implementation of the policy and additional information

How the policy will be implemented in our school

Behaviour will be a key part of the SDP & Healthy Schools Initiative and will be implemented through:

- the involvement of all children and staff
- governor involvement
- parental involvement
- time scale [reviewed annually]
- cost implications
- staffing implications
- CPD
- when the policy will be reviewed and updated and how.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support others in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the site, particularly at times of mass movement.

Individual Needs

On rare occasions, some children may persistently display disruptive behaviours and may need a more defined and structured approach to improving their behaviour. Staff should be sensitive to any changes in the child's circumstances which may have resulted in unacceptable behaviour patterns.

The school will use discretion as to how certain procedures are followed, dependant on a child's individual needs and circumstances.

Safeguarding procedures will be put into effect immediately if it is felt that there are any serious concerns relating to the child's life outside of school which may affect his / her behaviour adversely.

Children's views

The rewards and consequences were compiled using ideas from staff and children. The children's views are central to the success of this policy and will continue to be taken into account through meetings of the Young Leadership Team

Inclusion

At Whittington we would expect that all children, regardless of age, gender, background, ethnicity or ability, would participate and be made full aware of the aims of this policy and its outcomes. All children will receive parity in respect of rewards and consequences

Racist/LGBT discrimination

Racist incidents are defined, by school, as those in which the racial characteristics of a person are used to discriminate and or/cause offence to an individual.

Homophobic incidents are defined as those in which actual or perceived sexuality of a person is used to discriminate and/or cause offence to an individual.

In any case of a suspect racist incident, SLT will consider context, the age of the children involved and any other contributory factors before taking appropriate action.

Exclusion

Exclusion of a pupil will **only occur as a last resort** when all efforts have been made by the school involving the child and his/her parents in an effort to improve the child's behaviour.

Internal Exclusion

Internal exclusion (playtime/lunchtime/lesson time) will only be used when it is deemed appropriate by school leadership. This will be when leadership feel it is in the interest of the safety of the child in question or others, or when more time is needed to establish the facts surrounding an incident. Parents will always be informed when an internal exclusion is taking place.

Alternatives to Exclusion

Restorative conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include a senior leader, Teacher, Learner, Learner advocate (if requested), Parent/Guardian and a Governor representative. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner or parents refuses to attend or engage with the Restorative Conference then further action will be considered.

Fixed Term and Permanent Exclusion.

Fixed term exclusion will be at the discretion of the headteacher. This may take the form of fixed term lunchtime exclusion, requiring the removal of the child from the premises during lunchtime and will be for a specified number of sessions.

Fixed term exclusion may also take the form of exclusion from school for a fixed number of days. Parents are informed of these decisions in writing and will be written confirmation of the exclusion period within twenty-four hours of a decision. Permanent exclusion will only be made if, in the opinion of the head teacher, and after consultation with School's Governing Body and LA, allowing the child to remain in the school would be seriously detrimental to the education or welfare of the pupil, or to that of others at the school. Parents will be informed at all stages and will have the opportunity to discuss arrangements and decisions.

Impact of Mobile Phones on Behaviour

Pupils should not use mobile phones within the school grounds and should not bring in mobile phones (or any other form of recording device) to school, except in exceptional circumstances about which the school has been informed (e.g. children walking to school unaccompanied by parents). In such circumstances, the child's phone must be kept in the school office until they go home.

Children are not permitted to bring mobile phones on school trips. See Mobile Phone policy for further info.

Physical Intervention

It is currently very unusual for school staff at Whittington CE Primary to make use of physical intervention. The school works in line with the DfE guidance published in 2012 on 'Use of Reasonable Force'.

Key elements are stated here and are agreed school policy:

Who can use reasonable force?

- 1) All members of school staff have a legal power to use reasonable force.

2) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school organised visit.

What is reasonable force?

1) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) 'Reasonable in the circumstances' means using no more force than is needed.

4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

When can reasonable force be used?

1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

2) In a school, force is used for two main purposes – to control pupils or to restrain them.

3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- o remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- o prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- o prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- o prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- o restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- o use force as a punishment – it is always unlawful to use force as a punishment.

All schools have their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

Staff training

If a particular child is identified as requiring reasonable force on a regular basis the staff involved will undertake specialist Team Teach/ MAPA training recommended and provided by the Local Authority.

Success Criteria

- Code of Conduct / School Charter is in place
- Parent are informed of the Behaviour Policy, school rules, rewards and consequences
- **All staff** are using the rewards and consequences consistently and appropriately
- Less time is spent addressing inappropriate behaviour and more in praising and promoting positive behaviours
- Staff feel more confident to address behaviour issues
- More effective teaching and learning is taking place
- A more positive working atmosphere is established

Executive Headteacher C



Chair of Governors:

Appendices

Behaviour Improvement Support Plan

As a school we have high standards in all areas, and behaviour is a significant part of our values-based approach to school life. A small minority of children may not be willing or able to comply with school's values-based approach to managing behaviour. For these children, it may be necessary to devise a **Behaviour Improvement Support Plan**.

The concept of support plan is important – we want to support the child towards behaving in a more appropriate, acceptable and self-regulated way. In designing a plan, the following will need to be considered:

1. The purpose of any Behaviour Improvement Support Plan should be to help the pupil to take responsibility for his/her own behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is recommended, one that includes the teacher(s), support staff, senior leaders, parent(s) and the pupil in the process. It will be more difficult to succeed with a Behaviour Improvement Support Plan if the parent and/or pupil are not willing participants.

There are a number of steps to be taken if a Behaviour Improvement Support Plan is needed. These are the steps that we take:

1. **Identify and monitor behaviours:** make a record of all inappropriate behaviours being exhibited by a child (listed in class behaviour books, as stated in Behaviour Policy).
2. **Keep an individual chronology:** if inappropriate behaviours persist, document each time behaviour occurs in an individual chronology. The purpose of this is to get a precise baseline record of behaviour. In this process, we follow an ABC method of recording (antecedent, behaviour, consequence). Parents and the children will be informed that a record is being kept, as this in itself may act as a deterrent
3. **Analyse Information Gathered:** once the recording phase is completed (at least one week), an analysis of the information may be able to answer the following questions: What does this tell me (patterns, triggers etc)? What can I do about it?
4. **Implement Intervention Strategy:** at this point a plan may be deemed to be necessary and parent(s) will be invited into school to meet with the class teacher.

If a Behaviour Improvement Support Plan is deemed to be necessary then the following will be put into place:

- Initial meeting to design and establish plan
- Weekly meetings between parent, child and teacher in school to review plan and necessary action. Weekly meetings will continue until a plan is deemed not to be necessary.
- Any child receiving support through an Individual Behaviour Support Plan will need permission and authorisation from senior leadership for extra-curricular events (trips, sports events, clubs etc).

If progress being made is unsatisfactory then:

- senior leaders (deputy headteacher and headteacher) will be involved in review meetings and the frequency of meetings may be increased.
- The LA inclusion team will become involved
- Further assessments may be undertaken
- If lack of progress is deemed to be due to lack of parental engagement, then Early Help processes will be offered.

To be completed for all Level 3 (Major) and Level 4 (Severe) incidents of inappropriate/unacceptable behaviour

Level 2 incidents should be recorded in class behaviour logs

Date:		Person Completing:	
Child concerned:			
Nature of Incident:			
Antecedent			
What was the environment?			
What was the child doing?			
Who else was present?			
How was the child's mood? Based on what evidence?			
Behaviour			
What happened?	<i>A description of exact behaviours of the child. Be specific, detailed and objective in recording what was seen and heard.</i>		
Consequent events:			
How did you respond?			
How did the child respond to your reaction?			
Did anyone else react to the behaviour (child or adult)?			
What was the consequence given for the behaviour?			
Does any further action need to be taken?			

Name of pupil:.....

D.O.B.....

Brief summary of events prior to chronology:

Date	Antecedent	Behaviour	Consequent event

Reflection Time

Name:

Date:

Which rule did I not meet

- Be Ready
- Be Respectful
- Be Safe

What happened?

What were you thinking?

What do you think now?

Who has been affected and how?

What needs to happen to put it right?