



Weston Turville CE School

Inspire, Believe, Achieve – Together

Behaviour Policy

Co-ordinator ***Ms Sue Fitzpatrick***

Policy Reviewed: ***September 2023***

Adopted by staff & Governors: ***September 2023***

Reviewed: ***September 2025***

Date of next review: ***Autumn 2027***



This policy should be read in conjunction with the Anti-Bullying Policy

Aims and Expectations

Our aim is to provide a calm, safe, supportive environment where children are treated with dignity and in the best learning environment. We strive to fulfil our responsibilities as a learning community through engaging and effective teaching and learning, with a well understood, consistent system of positive, restorative behaviour management. Our Christian Values help to frame our behaviour management; our six key values central to our school's mission are: **kindness, perseverance, respect, honesty, fairness and trust**. The school values are consistently referred to as a benchmark of expected behaviour; pupils are encouraged to regulate their own behaviour in light of school expectations. **To reflect these principles pupils, staff, governors and parents are asked to abide by the following six expectations –**

- Actively care for other people, respecting them, their property and their efforts.
- Embrace all differences, including different cultures, race, nationality, ethnic or national origin, religion or belief, abilities, ages, sexual orientation and gender of everybody in the school and in the wider community.
- Take care of the school environment and its equipment.
- Work hard and give your best.
- Be polite, honest and trustworthy.
- Take responsibility for your actions.



The Headteacher and the staff are responsible for day to day behaviour management throughout the school. The school works in partnership with parents to support the implementation of this policy.

Behaviour Management aims to:

- Provide a safe learning environment in which pupils can learn and reach their full potential.
- Ensure the safety and well-being of all pupils, staff and visitors.
- Prevent bullying and other serious behaviour issues, including cyberbullying, prejudice-based and discriminatory bullying.
- Respect the school environment.
- Encourage appropriate behaviour and divert children from inappropriate behaviour in order to allow learning to take place.
- Encourage children to be considerate and respectful towards each other, staff and visitors.
- Teach children to develop self-control, take responsibility and be accountable for their actions.
- Teach children that actions and choices have consequences.
- Encourage pupils to develop and demonstrate positive abilities and attitudes, to further their self-esteem.
- Ensure a consistent approach is applied to dealing with behaviour throughout the school.
- Provide an environment in which bullying, physical threats or abuse and intimidation are not tolerated.

Pupils are expected to:

- Try to understand other people's point of view.
- Make it as easy as possible for everyone to learn by being courteous and orderly; listening carefully; following instructions; helping one another when appropriate and working quietly and sensibly at all times.



- Treat all people around the school with courtesy and respect.
- Show respect and understanding for other children, supporting those who are younger or more vulnerable than themselves, avoiding provocative behaviour.
- Show respect for their own and others people's property.
- Move around the school appropriately by walking sensibly, lining up sensibly; being ready to help by opening doors etc; standing back to let others pass.
- Take responsibility for keeping the school clean and tidy by putting all litter in bins, keeping walls and furniture clean and unmarked, taking care of displays and the work of others; storing personal belongings tidily, putting away equipment in its appropriate place, treating cloakrooms and toilets with respect, trying not to add to the work load of the cleaning staff and treating all property with respect.

The pastoral care of the children is the responsibility of the Headteacher and the teaching staff, supported by the Midday Supervisors and Teaching Assistants.

All staff should influence the behaviour of the children through example. **This should include:**

- Actively referring to and using Zones of Regulation in each learning space.
- Talking quietly and calmly, it is sometimes necessary to speak firmly or use a raised voice e.g. when a class is being noisy, however shouting is not appropriate
- Refrain from using unconstructive criticism
- Actively comment on positive behaviour
- Clearly explain why the behaviour or attitude, rather than the person, is inappropriate



- Creating and sustaining a positive, supportive and secure environment
- Applying rules fairly and consistently
- Avoiding whole class punishments
- Avoiding confrontation or humiliation through, eg. sarcastic comments or standing in the corner
- Dealing with situations as soon as possible
- Using praise and encouragement as much as possible
- Never using unproductive tasks as punishment e.g. lines
- Never using extra school work as a sanction (unless it is work that has not been completed in class)
- Ensure reward and sanction systems are separate e.g. do not take away house points as a sanction

Apart from verbal and written praise other effective rewards include:

- ✓ Lining up points and stars
- ✓ House point system in KS2
- ✓ Stickers;
- ✓ Certificates,
- ✓ Post-it/shout out on recognition board;
- ✓ Special praise from senior staff;
- ✓ Recognition in assemblies and letters to parents;

The STEPS approach to behaviour management



In line with other schools in Buckinghamshire, Weston Turville CE School has undergone training in STEPS, a recognised behaviour management programme which has been introduced by the Local Authority with training delivered by the Pupil Referral Unit (PRU). All members of staff will receive regular STEPS training which focuses on creating a positive approach to behaviour management, allowing staff to understand why certain behaviours are displayed as well as knowing how to appropriately handle difficult or dangerous behaviours. This allows our school to maintain a culture of consistency and calm, particularly with regards to behaviour management.

In our school, the implementation of STEPS training will be led by the Headteacher and monitored by the Inclusion Manager.

Rewards and Sanctions

All staff should acknowledge when children behave appropriately and should respond accordingly, referring directly to the behaviour. This can be a range of rewards from a smile, a thank you, a sticker, a note to parents or carers, recognition from another adult. In addition to this, all classes have a Recognition Board where post-it/shout outs are added to for individual praise and acknowledgement of role modelling good behaviour.

Pupils are sent to the Headteacher for a Headteacher's award when their learning or behaviour exceeds expectations; when a child consistently receives awards then a letter or postcard may be sent home by the Headteacher, recognising individual achievement.

Sanctions

Sanctions are used that are appropriate to individual situations.

Working to develop effective learning behaviours is a key part of pupils' time at Weston Turville CE School – low level disruption has a significant impact on the learning, not only of the pupil themselves, but also that of the class. If a child behaves inappropriately in lessons a 'stepped approach' is used by all teachers, including those providing cover – the steps are included as an appendix so that they can be easily shared with any adult leading a class (see appendix 1).

Behaviours are dealt with consistently across the school, pupils are regularly reminded of school expectations and parents are kept informed of any repeated behaviours so that they can work in partnership with the school.



Behaviour at break and lunch times

Our school aims for consistency in behaviour management across the school day, so that all children are aware of the high expectations of behaviour both inside and outside of the classroom.

	Sanction	Example types of behaviour for infants	Example types of behaviour for juniors	Records Kept
1	A look	To warn a child about minor behaviour	To warn a child about minor behaviour	
2	A quiet word	When somebody has been hurt or upset by another child's actions.	Work/behaviour is generally not up to expectation	
3	A verbal warning	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	
4	A time out with an adult	After a warning children are to be asked to stay with an adult. This will be reported to the teacher.	After a warning children are to be asked to stay with an adult. This will be reported to the teacher.	
5	A time out inside (one off incidents)	Child sent inside to the class team, deputy headteacher or headteacher	Child sent inside to the class team, deputy headteacher or headteacher	v



6	For persistent behaviours a rota system of adults to accompany the child for part of each lunch time.	Staff put together a rota for half hour each lunchtime to accompany the child.	Staff put together a rota for half hour each lunchtime to accompany the child.	√
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Behaviour concerns will be communicated to by the midday supervisor present to the class teacher via the 'Class communication book'.

Behaviour involving technology

All children are expected to follow the school's Internet Safety Policy. They are informed of this at the start of each year and sign a code of conduct. This is then taught throughout the year in PSHE and Computing. If children do not follow these rules then the Internet Safety Policy should be followed.

Differentiation and SEND

Children with special educational needs and/or behavioural difficulties may need to be supported with different approaches, rewards and sanctions depending on their needs. Following discussions with parents/carers, an individual 'Positive Behaviour Management Plan' (Appendix 2) could be used to support specific needs. Please refer to the school's SEND policy for further details.



It is important that children understand what will happen if they choose to act inappropriately and the consequences are applied consistently and fairly.

Monitoring

Most behaviour issues are of a minor nature and should not be recorded. However, records should be kept of serious or **repetitive** incidents, by adding them to Edukey under the 'Behaviour' section, to support staff in understanding what has taken place should future occurrences arise.

Serious offences or frequent misbehaviour may result in the parents being contacted and a suitable course of action being agreed.

Detentions, suspensions and exclusions

The Head Teacher (or Deputy Headteacher in their absence) is the only member of staff authorised to implement a detention or suspend a child, or to discuss this with a child or parents. Staff should not threaten or be perceived to threaten detention, suspension or exclusion. Pupils at risk of exclusion are identified by the school; there is regular communication with parents and the relevant support agencies are contacted. Through discussion, an individual behaviour plan outlining support and sanctions is put in place where appropriate.

Detentions may be used with Years 5 and 6 for severe problems, but require 24 hours written notice to parents (stating that the child has been given a detention, why, when, where and for how long). Although the school does not require parental consent it is best sought through a courtesy phone call to discuss the detention and its timing, and the reasons for it. Detentions must be reasonable and proportionate to the offence and take account of any special circumstances such as the child's age, Special Educational Needs, any religious requirements, and whether the parents can make suitable arrangements to get the child home after the detention.



The Governors have adopted the County Policy on exclusion, and the latest DfE guidance is followed. A child can be excluded for up to 45 school days in a school year. Provision needs to be made for the child to undertake school work at home and for this to be marked if the exclusion is for more than two days. If a fixed term exclusion is for more than two days a meeting of the Governing Body will be held as soon as possible (and within 15 days) to consider whether the Governors uphold the exclusion. If the exclusion is upheld the Governors need to consider whether additional support is necessary to meet the pupil's behavioural needs.

If an exclusion is for more than five days the school must make arrangements for the education of the pupil from the sixth day of the exclusion away from the school site.

For all exclusions parents must be informed in writing of their duty to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the pupil is in the company of a parent. A failure to comply with this requirement is an offence.

The Local Authority will be informed of all permanent exclusions.

Physical Handling

We always aim to deal with incidents positively and without having to manage children physically. If a situation arises where a child's own safety, or the safety of others, is compromised or school discipline is being seriously undermined, then a pupil may be guided away from, or removed from, the situation as a last resort. Appropriately trained staff will be deployed if a pupil is likely to need positive handling. Staff training includes de-escalation techniques to ensure positive handling is only used as a final and last resort. Staff may act to avert 'an immediate danger of personal injury to or an immediate danger to the property of, a person (including the child)' as detailed in subsection 548(5) of the Education Act 1996. The school follows advice on the use of 'reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder' as given in DfE guidance 'Use of reasonable force - Advice for head teachers, staff and governing bodies' July 2013.

Should 'positive handling' need to be considered for any pupil on a regular basis then relevant members of staff will be appropriately trained to allow them to deal with any incidents where the child may need to be restrained. A clear and calm verbal warning will be issued to the child that an adult may have to remove them from a situation and whenever possible an additional adult will be present to support, observe and call for

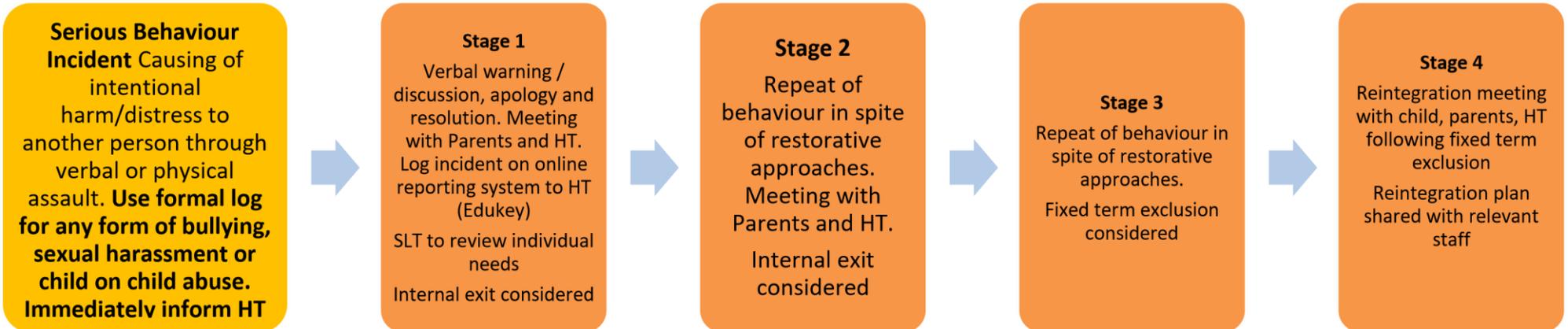
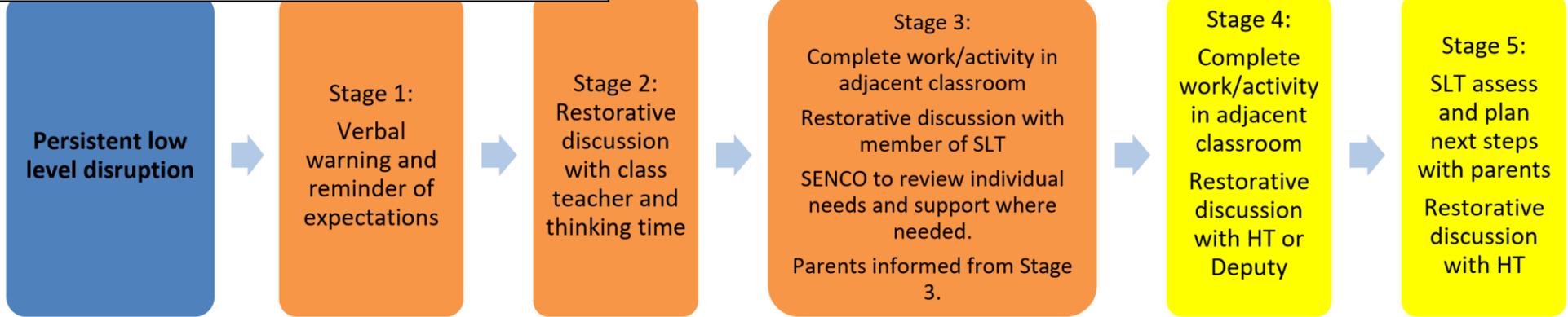


assistance. Any incident of handling will be recorded in a Bound and Numbered book; a record of the incident will be kept in the Incident file and parents will always be informed. More details on the use of handling can be found in the addendum to this policy: Policy on Use of Reasonable Force to Control or Restrain Pupils.



Appendix 1 Stepped approach to disruptive behaviour in class

Active period: during the course of one week



Active period: during the course of the academic year



Appendix 2

Positive Behaviour Management Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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Brief description of presenting difficult/dangerous behaviours:	Positive behaviour(s) we wish to see / have:
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Differentiated measures to promote / support positive behaviours:
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POSITIVE behaviours you will see:	What you will say and do:
DIFFICULT behaviours you will see:	What you will say and do:
DANGEROUS behaviours you will see:	What you will say and do:



Post incident recovery and debrief measures

Signature of plan co-ordinator.....

Date

Signature of parent / carer.....

Date

Signature of young person (if appropriate).....

Date.....