



# Behaviour Policy

<b>Approved by:</b>	Lois Smith	<b>Date:</b> November 2023
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Behaviour Policy Linked Policies: Safeguarding Policy, Anti-bullying policy, Exclusions policy, Complaints Policy, Medical Conditions Policy and School Information Report and Local Offer.

## Introduction

Watermoor Church of England Primary School's vision is 'The Smallest of seeds grow and become the largest of plants.' Our school vision is underpinned by the parable of the mustard seed as our Christian values and ethos will help children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. We believe that by nurturing and celebrating children's individual talents they will be able to achieve their full potential.

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree." (Mark 30-32)



Watermoor C of E Primary School is a community full of happy, motivated, caring and courteous people. But we know this doesn't happen by accident. To succeed, it requires teamwork from staff, pupils and parents alike.

The aim of this policy is to communicate strategies and processes which support this team approach in order to maintain a high standard of behaviour in our school. As a Church of England School, we identify Christian values that underpin the whole of our community. Our Christian vision and associated values inform our aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance.

Whenever we are in the school or its surrounds, in whichever activity, we expect the highest standards of behaviour, courtesy and consideration to others. This applies to all members of our community. We expect everybody in our school to show respect and consideration for one another. They should also respect other people's property and the school buildings and grounds.

We believe that the best way to teach and encourage positive behaviour is through:

- Modelling and teaching of appropriate behaviour as part of a whole school approach
- A strong school ethos, underpinned by Christian vision and associated values
- Clear expectations – shared visually and through dialogue
- Excellent communication
- Encouragement, praise and reward

## **Behaviour Policy Principles**

Watermoor C of E Primary School is committed to creating an environment where exemplary behaviour enables all to feel safe and respected within an atmosphere of learning without limits. All members of the Watermoor family are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Through demonstration of our Christian values, **Hope, Respect, Courage Responsibility, Compassion and Forgiveness**, we will achieve our Vision.

## **Aims**

- To create a culture of exceptionally good behaviour for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and develop positive relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a school community which values kindness, diversity, compassion and empathy for others which filters into the wider community.
- To provide a calm approach to the management of behaviour ensuring a consistent and composed language is used.
- Clear and consistent expectations of exceptionally good behaviour to everyone in our school community.

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DFE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special educational needs and disability \(SEND\) code of practice](#)
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#)

## **Enabling All to Flourish/ Supporting all Pupils**

We understand that some children exhibit particular behaviours based on Adverse Childhood Experiences (**ACES**), a Special Educational Need and/or Disability (**SEND**) or another underlying Social Emotional and Mental Health need (**SEMH**). As a school, we recognise that their behaviour is their way of communicating their emotions and subsequently may require bespoke positive relational support to accommodate their additional behavioural needs. Some children may require in and out of class support during break and lunchtimes, for individuals to meet the school behaviour expectations. This will be achieved through structured support and personalised relational support plans which are shared with all staff and parents.

## Creating a Positive Behaviour Culture

### Ready to Learn

We recognise that in order for our pupils to meet our expectations they need to be ready to learn. At Watermoor we understand this to be:

- Adults will clearly set expectations at the start of each session.
  - Adults will be consistent in the language they use when setting the expectations at the start of each session.
  - All adults are deliberately and relentlessly bothered which enables them to offer early support when required
  - Adults will use positive recognition to ensure good outcomes for all children.
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- Children will enter the school / classroom calmly and respond to the adult
  - Children will listen carefully to the adults in the classroom and follow the class routine
  - Children will understand and respond to adult expectations for each session.
  - Children value learning and behave in a manner that enables everyone to be successful.

### Visible Adult Consistencies

- Every day, children are greeted by name at the classroom door by their classroom teacher. This not only signals the formal start to the day but also enables everyone to start the day positively and with a smile. Members of SLT will meet and greet children and parents at the gates.
- Staff will **model our Christian Values**. For example, adults will demonstrate **Respect and Responsibility** by moving around school quietly and calmly and will avoid talking in corridors/outside classrooms where learning could be disturbed.
- Staff will be **deliberately and relentlessly bothered**. They will acknowledge 'the little things' which may subsequently have a greater sentimental meaning to a child. They will make time to listen to children and ensure that each child feels valued.
- Staff will be **calm, consistent and fair** in their treatment of children, parents and colleagues. Adults will take time to calm down if necessary to avoid becoming emotionally charged. They will model self-control through their calm approach and **deal with individuals fairly**.
- Staff will pay attention to the best conduct and endeavour to **catch children doing the right thing** in order to praise and recognise desired behaviours publicly, for all to hear and celebrate.

### Language for behaviour management

At Watermoor, we ensure that a **common and consistent language** is used to manage behaviour to create clear boundaries for learning how to behave. Conversations should follow a script and behaviours should be discussed as the **behaviours they are, and not be personal to the child**. When addressing the behaviour, please do this with a view that the child's parent is on your shoulder and listening in.

### Positive behaviour strategies

- Explicitly Recognise and name our Christian Values (Hope, Respect, Courage, Responsibility, Compassion, Forgiveness) to praise and celebrate the good choices
- Living our Christian Values through our words and behaviours
- House Points
- Golden tickets are rewarded for good behaviour and all golden tickets enter a weekly prize draw. Leaders and teachers can assign certain behaviours to golden tickets depending on the needs of the pupils at a particular time
- Gold Headteacher Stickers
- Weekly certificates awarded to pupils for living our Vision or demonstrating our Christian Value

### Break and Lunch Time

The expectations outlined within this behaviour policy apply at all times including break and lunchtimes. All support staff will continue to share the same expectations for pupil behaviour and attitudes during break and lunchtimes. Positive and negative behaviour will be recognised and addressed during this time. All support staff including visitors to our school who identify pupils demonstrating particularly good behaviour and/or attitudes can be rewarded with a Golden Ticket. All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time. During any occurrence of challenging behaviour, all staff are encouraged to make use of informal steps (outlined later in this policy). When more informal steps are not successful, all support staff are expected to seek the involvement of a member of the **Senior Leadership Team (SLT)**.

### Sanctions

At Watermoor, we ensure that it is very clear that **the** (challenging) **behaviour** is unacceptable, and any sanction should address and relate **to the behaviour**, not be made personal to the child. All stakeholders should be encouraged to foster the belief that there are no 'bad' pupils, just 'poor' choices. It is important that **sanctions are in proportion** to the offence and behaviours are **reprimanded in private**. In living our Christian Values each day All sanctions **MUST** be delivered and executed on the same day so that every day is a fresh day and the value of forgiveness is shown.

Examples of sanctions might include, but are not limited to: additional reflection time, an alternative space or time to complete work, an alternative space or activity for playtime.

Informal Approach		Language	Actions	Example behaviours
	<b>Reminder</b>	<p>This is a reminder that at Watermoor, we make good choices. You can use your Values to help you.</p> <p>I need you to show me you are being respectful/ courageous/ responsible/compassionate/ forgiving/ having hope by....</p> <p>Thank you for listening.</p>	<p>Use child's name Come down to child's level Make eye contact</p>	<ul style="list-style-type: none"> <li>- Running inside the school building</li> <li>- Speaking unkindly to others</li> <li>- Not showing respect to the person talking to you</li> <li>- Not being completely honest</li> <li>- Not listening to what others say</li> <li>- Not following instructions</li> <li>- Not looking after school equipment</li> <li>- Being unkind to others</li> <li>- Not keeping hands and feet to yourself</li> <li>- Not putting effort into your learning</li> <li>- Distracting yourself and others from learning</li> </ul>
	<b>Warning</b>	<p>This is the second time I have spoken to you.</p> <p>I will need to speak to you for two minutes after the lesson.</p> <p>If you choose to not demonstrate our Christian Values then I will ask you to leave the room and go to the reflection area.</p> <p>Thank you for listening. It is important that we had this conversation.</p>	<p>Use child's name Come down to child's level Make eye contact</p>	Continuation with any of the above
	<b>Reflection</b>	<p>You need to take some time to reflect. I am going to speak to you about your choices in a moment</p> <p>(Staff will use their professional judgement as to the length of the reflection and the supervised location)</p>	<p>Do not speak about the child's behaviour to another adult in front of the child.</p> <p>Behaviour logged on CPOMs from this point onwards</p>	As above

<b>Steps – Formal:</b>				
1.	<b>Reflect, Repair &amp; restore</b> <i>Explicitly link our Christian Values and we demonstrate them to the conversation</i>	What happened? 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?	One to one. Make eye contact with the child. Use child's name. Come down to child's level.  Behaviour logged on CPOMs	As above
2.	<b>Further Reflection</b>	Revisit previous steps for extended period of time – proportionate to the behaviour	Use child's name Come down to child's level Make eye contact  Behaviour logged on CPOMs	As above
3.	<b>Phone call to parent by class teacher</b>	I will need to share this with your parent/carer  <i>Focus on the choice of behaviour and how pupil will be supported to show their Christian Values</i>	Behaviour logged on CPOMs	<ul style="list-style-type: none"> <li>- Refusal to follow instructions</li> <li>- Swearing</li> <li>- Physical harm</li> <li>- Deliberate damage to school property</li> <li>- Disrespect during worship activities</li> <li>- Discriminatory behaviour/derogatory language</li> </ul>
4.	<b>Class Teacher Meeting with parents in school</b>	<i>* Discussion with SENDco for support prior to meeting</i> <i>* Behaviour Plan drawn up in collaboration with the child and parent/carer</i>		As above
5.	<b>Formal meeting</b>	If the child's behaviour continues to escalate, SLT will become involved with supporting the parents/ teacher and child.		Extensive and intentional physical harm to a member of the school community Extensive intentional damage to school property

## **Emotion Coaching**

Using the principles from Emotion Coaching training, staff are able to sensitively support pupils to reflect on any behaviour that does not meet our expectations and demonstrate the Christian Values – Hope, Respect, Courage, Responsibility, Compassion, Forgiveness.

The five essential steps of Emotion Coaching:

- Be aware of the child's emotion
- Recognize the child's expression of emotion as a perfect moment for intimacy and teaching
- Listen with empathy and validate the child's feelings (*Notice*)
- Help the child learn to label their emotions with words (*Name*)
- Set limits when you are helping the child to solve problems or deal with upsetting situations appropriately

## **Positive Handling (Team Teach)**

The Team Teach approach enables staff at Watermoor to comply with legal responsibilities to safeguard people and services. It develops and supports a positive behaviour management with transformative training to promote a balanced approach towards reducing risk, restraint and restriction.

In extremely rare individual cases the use of physical interventions may also be needed. Staff should only use physical intervention as the very last resort when a child's or an adult's safety is threatened or the child in question is likely to cause significant damage to school property. Staff using physical interventions will have received appropriate training and an individualised risk assessment been made. It should never be used punitively.

## **Prevention of all forms of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying)**

Watermoor C of E Primary School is an inclusive school which follows the principles of the Equalities Act 2010, we therefore do not tolerate any form of bullying and will challenge all types of discriminatory behaviour e.g. unwanted attentions (verbal or physical), unwelcome or offensive remarks or suggestions about another person's appearance, character, race, religion, ability or disability, sexuality, gender (or transgender).

Along with our school's anti-bullying policy, our school behaviour policy aims to assist in creating an ethos in which attending Watermoor is a positive experience for all members of the community and to make it clear that all forms of bullying are unacceptable. All members of the school community are responsible for helping to reduce bullying incidents; School staff will be alert to the signs of bullying and act promptly and firmly against any bullying behaviours. All pupils are encouraged to report incidents of bullying and, in turn, to ensure that incidents of bullying are dealt with effectively. All victims who report bullying will always be listened to and supported. Pupils displaying bullying behaviour will be encouraged to change their attitudes and understand the implications of their actions. The School will equip all staff with the necessary skills and information to deal with incidents



of bullying and ensure that all incidents of bullying are recorded and, where appropriate, shared with relevant organisations.

#### ***Preventative measures:***

- Regular visits from our school PCSO Leah Davies (parents & children)
- Participation in the Schoolbeat Programme (targeted at cyberbullying and cyber use)
- Use opportunity to discuss aspects of bullying (of any form) as they arise and the appropriate way to behave towards each other in line with our school's vision (for example circle time, collective worship and within our curriculum.)
- Educating children about positive relationships and recognising forms of bullying and how to act if this happens through our curriculum, particularly PSHCE.
- Worry boxes
- Pupil feedback through conferencing
- Staff training
- Regular review of school policies
- A 'deliberately bothered' approach to all reported incidents
- Rigorous record keeping of incidents to monitor bullying (CPOMs)
- Close communication between all internal and external stake holders
- Vigilant supervision of all children (playground, bathroom use)
- Deal quickly, firmly and fairly with complaints, involving parents where necessary.
- Fair and consistent delivery of all policies by all stakeholders

#### **Suspensions and Exclusions**

Suspensions and exclusions at Watermoor will ONLY be used as a last resort and the Headteacher is confident that the decision is **lawful, rational, reasonable, fair and proportionate**. We would only make a decision to permanently exclude if a pupil has committed a serious breach, or persistent breach of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If it is considered appropriate to suspend a child for any length of time from school, procedures followed will be as those outlined in the County Council policy (can be shared upon request).

#### **Suspensions may include:**

- Internal suspension – the pupil is educated/supervised separately from their peers whilst remaining on site
- Lunch time suspension- the pupil has to be taken off the premises during the lunch hour by his/ her parents/guardian (exclusions will be set over a fixed period of days/weeks)
- Fixed-term suspension - the Head Teacher will suspend a pupil for a fixed period of days, which is entered onto the pupil's permanent record and reported to the LA

#### **Permanent exclusion:**

- Permanent exclusion-following Local Authority procedures and exploration of all other avenues, pupils demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour, will be permanently excluded from school.

#### **Recording, Reporting and Monitoring**

All behavioural concerns and or incidents will be logged using the school's 'CPOMS system'. All staff are expected to provide reports which are based upon fact following a detailed gathering of evidence

and are expected to consider and follow GDPR guidelines when recording concerns or incidents. Patterns of behaviour, possible causes and the impact of strategies used to transform behaviour will be regularly reviewed by the Inclusion Manager and SLT. Patterns of behaviour will be communicated to school governors.

### **Misconduct outside of school**

The school may take action against any child who is reported for challenging behaviour or bullying off the school premises, if the child is;

- a) Participating in a school-related activity
- b) Travelling to or from school
- c) Wearing school uniform
- d) The misbehaviour could pose a threat to another pupil or adversely affect the school's reputation.

This may also include the inappropriate use of social media sites. Any action taken will be proportionate to the behaviour and could include discussion with parents, school sanctions and possible exclusion. Children whose behaviour within school is such that it could pose a risk to themselves and or others when on a school visit will be subject to an individual risk assessment. If the school judges that the child's safety and or that of others cannot be guaranteed as a result of their behaviour, the school reserves the right to withdraw that child from going on the visit.

## Appendix 1:

### **Section 89 Education and Inspection Act 2006**

Determination by the Headteacher of behaviour policy

(1) The head teacher of a relevant school must determine measures to be taken with a view to ensuring:

Promoting, among pupils, self-discipline and proper regard for authority,

Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils, securing that the standard of behaviour of pupils is acceptable, securing that pupils complete any tasks reasonably assigned to them in connection with their education, and otherwise regulating the conduct of pupils.

(2) The Headteacher of Watermoor must in determining such measures—  
act in accordance with the current statement made by the governing body under section 88(2)(a), and have regard to any notification or guidance given to him under section 88(2)(b)

At Watermoor the standard of behaviour which is to be regarded as acceptable must be determined by the Executive Headteacher, so far as it is not determined by the governing body.

The measures which the Headteacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

The measures which the Headteacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

The measures determined by the Headteacher under subsection (1) must be publicised by her in the form of a written document as follows—  
she must make the measures generally known within the school and to parents of registered pupils at the school, and she must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).