

Behaviour Policy

Long Wittenham CofE Primary School

This policy supports the school vision, 'Show our love through kindness, determination and curiosity; strengthening ourselves and our community.'



Approved by: Local Governing Body

Last reviewed on: 2nd October 2024

Next review due by: October 2025

Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 out requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- DfE guidance explaining that academies shall publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Introduction

The Education and Inspectors Act 2006 and DfE guidance (Behaviour and discipline in schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Long Wittenham Primary School, believe that high standards of behaviour help to enable children to reach their full potential in all aspects of their school life.

At Long Wittenham Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by our core values of kindness, determination and curiosity. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up and implementing the Behaviour Policy by stating the principles that the Governors expect to be followed.

Principles:

1. We want all children, staff and visitors to understand they have the right to feel safe, valued and respected at all times at school.
2. We want to create a school environment where children are able to learn free from the disruption of others.
3. Long Wittenham Primary School is an inclusive School. All members of the school community should be free from discrimination of any sort. Measures to protect members

of the community from discrimination should be set out in the Behaviour and Equality policies.

4. We expect staff, governors and volunteers to set an excellent example to pupils at all times
5. We expect the Behaviour Policy to be communicated to and understood by pupils and staff.
6. Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
7. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
8. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil and the Headteacher is expected to use their discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
9. The Governors strongly feel, that exclusions, particularly those that are permanent, must only be used as the very last resort
10. The Governors expect pupils and parents to cooperate to maintain a positive environment for learning
11. The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy and that reasonable force should only be used as a last resort.
12. Governors expect staff to help pupils to reflect on and take responsibility for their actions.
13. Governors expect families to be involved in behaviour incidents to foster good relationships between the school and pupils' home life.
14. The Governors want to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution

BEHAVIOUR POLICY

1. Vision & Values

Our behaviour policy is based on our vision for the school which is:

At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

This based rooted in story of the good Samaritan and the following biblical text:

²⁷ "...Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind'; and, 'Love your neighbour as yourself.'" Luke 10:27

Our values of kindness, determination underpin everything we do and thus feed into our golden rules.

2. Praise

We praise the children in the following ways:

House points: For showing our school values. These are counted weekly and the school mascot wears the jumper of the winning house.

Star of the Week: Awarded to a child from each class that has demonstrated outstanding effort in any area of the curriculum.

3. Brilliant Basics

We also encourage good behaviour through the following **Brilliant Basics:**

Calm Starts- Legendary Line up and Wonderful Walking: We walk through school calmly and quietly. When we are in a line, we are walking in silence. KS2 line up in silence before entering the classroom.

Full Attention: Eyes looking, empty hands.

Stopping Signal: One hand in the air from an adult to gain whole class attention, count down from 5 to 0 and expect full attention by 0.

One Voice: When whole class are together only one person can be talking. We take turns to speak and we listen to each other. We value and respect everybody's voice.

Be Active: We always answer questions and take part in discussions. We speak in full sentences that are audible to others.

4. Restorative Process

At Long Wittenham CofE Primary School, our focus is on those children doing the right thing and setting a good example to others. We want children to realise that doing the right thing gets them the most attention. When children do make a poor choice, we use a restorative approach and use it as an opportunity for learning to make better choices. When applying the behaviour policy, we are mindful of the individual needs of children.

Usually, we follow the following **restorative process** for low level disruptive behaviour:

1. Reminder with reference to school values
2. Reminder with reference to school values
3. Positive, purposeful talk with a focus on the impact their behaviour is having on their learning and or others in the classroom.
4. Reminder- go to Parrots Class to see assistant head. Recorded on CPOMs and parents informed.
6. Headteacher

Staff have discretion to deviate from the process depending on the severity of the situation.

This is an example of a restorative conversation:

What Happened?

What were you thinking and feeling at the time?

How did this make people feel?

Who has been affected?

What should we do to put this right?

How can we do things differently in the future?

5. Recording of Behaviour incidents

Serious behaviour incidents are logged on CPOMs. Parents are called straight way to discuss next steps (e.g., a behaviour plan).

Repeated low-level behaviour will be logged on CPOMS when a call is made to parents. Every time behaviour is logged on CPOMS the deputy headteacher and headteacher must be notified.

6. Exclusions

Exclusions are used last resort (e.g. the behaviour is posing a risk to the child, other children or staff or is seriously impacting the learning of others), and at the discretion of the Headteacher. Internal exclusion and in some very serious cases a temporary or permanent exclusion may be necessary; in these circumstances Local Authority guidance will be followed.

By implementing this policy, we aim to:

- Encourage everyone in the school community to take responsibility for their own behaviour
- Establish a consistent approach to behaviour throughout the school
- Nurture good behaviour that reflects the vision and values of the school

Children will:

- Uphold the school values
- Understand the consequences of behaviour that falls below expectations
- Understand and sign the home school agreement

Parents will:

- Encourage children to uphold the school values
- Co-operate with school staff to help their children understand the consequences of behaviour
- Inform school staff of any changes in home circumstances that may affect their child's behaviour
- Read and sign the home school agreement

Staff will:

- Model good behaviour and school values
- Implement the Behaviour Policy, communicate effectively with parents
- Teach pupils to take responsibility for their behaviour, look for opportunities to praise good behaviour
- Refer to school values
- Develop personalised support plans to encourage good behaviour for individual pupils if necessary

Governors will:

- Model good behaviour and school values
- Monitor the effectiveness of the Behaviour Policy

The Governing Body will, in consultation with the Headteacher, staff and parents, establish the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. Long Wittenham acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational need

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

7. Links to other policies

In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, safeguarding, special educational needs, Suspensions and Exclusions, anti-bullying and peer-on-peer abuse has been established.

The Long Wittenham Way

Vision

At Long Wittenham School we show our love through kindness, determination and curiosity; strengthening ourselves and our community.

27 "...Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind"; and, 'Love your neighbour as yourself.'"

Luke 10:27

Values

Kindness

Determination

Curiosity



Praise

House points: For showing our school values. These are collected in houses and individuals are celebrated when reach milestones:

- 20 Bronze
- 50 Silver
- 100 Gold

Values Certificate: Shared in celebration assembly.

Restorative Process

1. Reminder
2. Reminder
3. Reminder with 2 minutes discussion about behaviour at playtime.
4. Reminder - go to another class discussion with assistant head
5. Reminder- Parent collaboration with class teacher
7. Headteacher

Restorative Conversations

What Happened?
What were you thinking and feeling at the time?
How did this make people feel?
Who has been affected?
What should we do to put this right?
How can we do things differently in the future?

Brilliant Basics

Calm Starts

Legendary Line up and Wonderful Walking: We walk through school calmly and quietly. When we are in a line, we are walking in silence. KS2 line up in silence before entering the classroom.

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