



Behaviour & Relationships Policy

Code: S17

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Agreed by Whitchurch Primary School & Nursery Governing Body	Name
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V1	October 2017	Creation	30 th April 2018
V2	March 2020	Review and Update	18 th March 2020
V3	September 2022	Review and Update	

Policy Statement:

Whitchurch Primary School & Nursery's Behaviour and Relationships policy complies with section 89 of the Education & Inspections Act 2006. As such we 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.

The Governing Body and staff at Whitchurch Primary School & Nursery believe that positive learning behaviours are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Behaviour and Relationships policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

Aims:

At Whitchurch Primary School & Nursery, we aim to:

- Foster excellent relationships between all members of our Whitchurch community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, promotes good manners, tolerance and empathy for others.

The purpose of this Policy:

- Recognise and encourage good behaviour
- Provide a framework for staff and pupils which aims to achieve consistency in classroom practice and expectations which promote self-esteem and self-discipline
- Provide guidelines for behaviour that foster good relationships between staff and pupils.

Fundamental Principles:

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Behaviour and Relationships policy are:

- unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

Whitchurch Primary School & Nursery is a happy, friendly school and we encourage the children to be thoughtful and polite to each other, both in school and on outings and on their journey to and from school.

The main reasons for using a language of choice are:

- self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child;
- recognising, acknowledging and rewarding pupils for their positive choices; use of our school values to reinforce good behavior choices;
- consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behavior;
- adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly;
- using 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate;
- encouraging pupils to be proud of their school;
- using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations;
- encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Consistency of Approach:

In implementing this Behaviour and Relationships policy, Whitchurch Primary School & Nursery acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behavior
- Consistent follow up: ensuring "certainty" at the classroom and Senior leadership level. Never passing problems up the line, teachers and support staff taking responsibility for behaviour interventions,

seeking support but never delegating

- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behavior
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around the site: in classrooms, around the site and at the school reception
- Consistent environment code of conduct evident of our values

Positive behaviour is most likely to be achieved when:

- there are clear expectations of appropriate standards of behaviour in class and around school (including on the playground and before and after school);
- staff consistently reward positive behaviour and support the understanding of consequences for poor behavior choices;
- staff emphasise and model positive behaviour choices and their impact on the well-being of others and the quality of learning;
- relationships in school are stable and positive;
- there is mutual respect between children and peers and between children and adults.

Ethos and Values:

At Whitchurch Primary School & Nursery our six values (Respect, Generosity, Resilience, Responsibility, Honesty and Aspiration) are actively taught and promoted to create a positive and caring ethos.

The aims of this policy will be met by everyone observing our six agreed school values. These are:

- > **RESPECT:** We show respect for those around us, the diversity of our community and for our environment
- > **GENEROSITY:** We are generous in our words and actions
- > **RESILIENCE:** We are resilient to the challenges we face daily
- > **RESPONSIBILITY:** We take responsibility for our learning, our behaviour and the choices we make
- > **HONESTY:** We are honest with ourselves and others
- > **ASPIRATION:** We continually strive to be the best we can be

By displaying behaviours linked to following these six values we will create a safe and positive learning environment which leads to a culture of excellence and success.

All staff every day will:

- Meet and greet children at the classroom door.
- Refer to the school values to reinforce the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson (a positive recognition board will be used in every classroom).
- Be calm and “give take up time” when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all behavior-related incidents on CPOMS.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

Middle Leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of house points, star awards, positive notes and positive phone calls to families.

Senior leaders will:

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

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 our learners

Pupils will:

- Show respect for those around them, the diversity of their community and for their environment.
- Be generous with their words and actions.
- Be resilient to the challenges they face daily.
- Take responsibility for their learning, behaviour and the choices they make.
- Be honest with themselves and others.
- Continually strive to be the best they can be.

Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Recognition and rewards for effort:

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

Our approach to positive behaviour:

Classroom level:

- Praise for choice
- On to class recognition board
- House Points
- Positions of responsibility given to the children.
- Mention/note/phone call to parents.

Whole School level:

- Star Awards (each class choose children every week. Lunchtime supervisors choose a child from each key stage at their discretion each week). Children receives a star award.
- Opportunities to share learning with other staff or children, for example in Celebration Assembly, or sending a child to a senior leader to celebrate good work
- Awards and certificates in Celebration Assemblies.
- Wow slips from SMSA staff at lunchtimes
- Communication with parents through weekly phone calls, or Home-link Book.

Managing Daily Behaviour in the classroom - Positive Recognition Boards:

“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix.

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include “One voice” for classes who constantly talk over each other,” speak politely” to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours “Accurate peer feedback” persuasive language” or “show working”

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Attendance:

Excellent attendance postcards will be handed out during termly Celebration Assemblies for pupils with an attendance of 100%.

Our approach to inappropriate behavior:

The majority of our children are well behaved, but we must address any inappropriate behaviour as swiftly as they occur. Children must be made aware that their behaviour choices may have consequences.

Practical steps in managing and modifying negative behavior:

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should always and consistently in every lesson be praising the behaviour they want to see. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Stages of Behaviour:

If a child demonstrates negative behaviour then this escalation procedure should be followed:

<p>Stage 1 - Redirection</p> <p>Positive reinforcement of other children around them “X thank you for sitting so beautifully.”</p> <p>A visual cue to the child that you want them to make a good choice, this could include:</p> <ul style="list-style-type: none"> • a ‘look’ • a visual point to what you expect.
<p>Stage 2 - Reminder</p> <p>A reminder of the expectations linked to the school’s values delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time). If appropriate, make links with the zones of regulation and how to encourage ‘green’ thinking.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
<p>Stage 3 - Warning</p> <p>If the behaviour persists:</p> <p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue linked to the school’s values. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices</p> <p>Scripted approaches at this stage are encouraged (see appendix) If appropriate, make links with the zones</p>

of regulation and how to encourage 'green' thinking.

Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 - Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed they will miss part of their break time.
- Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given final opportunity to engage with the learning/follow instructions. At this point, if necessary to cool down/diffuse situation, the learner can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough)

Time out in an allocated space within the classroom / just outside the door.

- ❖ Child will miss part of their play time – time allocation is age appropriate. Adult in the class will oversee this and ensure a short reflection conversation takes place.
- ❖ If a child misses part of their playtime, the adult is responsible for logging the incident on CPOMs – under behavior (negative) category.
- ❖ Class teacher to inform parent at the end of the day.

Stage 5a Internal referral – Lunchtime duty with SLT

If the behaviour escalates / child refuses to move to time out then a member of the pastoral team/member of SLT is called

Internal Referral – Lunchtime duty

If the step above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to the Year Team Leader's classroom or parallel classroom if the Year Team Leader is not present. If necessary, the learner may need to work outside their teaching area with a member of the pastoral team and/or member of SLT.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved. The pupil will complete an age-appropriate reflection record (see appendix) to reflect on the poor behavior choices they made.

- ❖ Whenever an adult is called, staff are to log incident on CPOMs – under behavior (negative) category.
- ❖ Adult who dealt with the initial stages of behaviour will start the log.
- ❖ Pastoral team / SLT will need to log an action on CPOMs of how the incident was resolved.
- ❖ Reflection records to be uploaded onto CPOMs as an attachment to any logged incident
- ❖ After lunchtime duty has been completed, SLT will contact the pupil's family informing them of the incident.
- ❖ Lunchtime duty will take place in the reflection room and/or member of SLT's office if necessary.

Stage 5b – Non-negotiable behaviours

If a child displays a non-negotiable behaviour they will automatically spend lunchtime with a member of SLT. The pupil will complete an age-appropriate reflection record (see appendix) to reflect on the poor behavior choices they made.

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed-term exclusion. This decision will be made by the Headteacher or the Deputy Headteacher in their absence.

- Deliberately not following hygiene rules in place eg spitting, wiping their hands on another person
- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards a peer
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property

- ❖ The member of staff who dealt with this incident is required to log the incident on CPOMs
- ❖ SLT will need to log an action on CPOMs of how the incident was resolved.
- ❖ Reflection records to be uploaded onto CPOMs as an attachment to any logged incident
- ❖ After lunchtime duty has been completed, SLT will contact the pupil's family informing them of the incident.
- ❖ Lunchtime duty will take place in the member of SLT's office.

Stage 6 – Violent behaviours

The following non-negotiable behaviour may result in a fixed-term or permanent exclusion:

- Physical aggression towards an adult
- Repeated patterns of aggressive behaviour towards an adult / child
- Deliberate and destructive behavior

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Supporting Behaviour at Lunchtimes:

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime supervisors (SMSA staff) will consistently 'catch children being good' and share this with them. SMSA staff are encouraged to hand out 'wow slips' to reinforce this message and will rotate weekly to identify a child from each key stage to be included in the 'golden book', which will be shared during Celebration Assemblies.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'poor behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty

Reparation conversation:

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 5. This conversation will normally take place during lunch time duty. Sometimes it may include other adults / children. If a negative behavior incident arises after lunchtime, a member of SLT will hold a reparation conversation with the pupil involved during lunchtime the next day.

Staff will have a script for the restorative conversation (see appendix) that they feel comfortable with. The pupil will complete an age-appropriate reflection record (see appendix) to reflect on the poor behavior choices they made.

Pupil's reflection records and a summary of the behavior incidents and responses should be saved on CPOMS.

Headteacher's Report:

If behaviour is consistently poor as shown by internal referrals, CPOMs or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Headteacher's report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

If a pupil's behavior continues to be challenging beyond a two-week period then a behaviour plan may be deemed necessary. The Class Teacher, with the support from a senior member of staff, will arrange a time to discuss the plan with parents so that both home and school are working in partnership. The behaviour plan will be shared with those, who on a daily basis are in constant contact with the child, in order that strategies are fair and consistent. The behavior plan will be monitored weekly by the Class Teacher and a member of SLT with updates shared with the pupil's family on a weekly basis for as long as the behavior plan is required.

Exclusions:

For very serious offences, the Headteacher will consider exclusion in line with statutory DfE guidance and the London Borough of Harrow (LBH), as outlined in the School's Exclusion Policy. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion, and before the child returns to school at a reintegration meeting.

The Chair of Governors and LBH are consulted with and informed of all exclusions whether fixed-term or permanent. See Department for Education's statutory guidance regarding exclusions:

<https://www.gov.uk/government/publications/school-exclusion>

Exclusion is always a very last resort.

Pastoral/Mental Health Support:

Children exhibiting behavior that causes further concern can be referred to the Pastoral Team, the School Counsellor, or in more serious case to the Helix.

The Power to discipline beyond the School Gate:

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour and Relationships Policy.

The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

Searching Pupils:

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately, or where it is not reasonably practicable to summon another member of staff.

Positive Handling

Positive Handling and Reasonable force at Whitchurch Primary School & Nursery is guided by the DfE guidance: use of reasonable force in schools (2013).

Any force used should always be the minimum needed to achieve the desired result. Key staff at Whitchurch Primary School & Nursery have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger.

All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Procedure in the event of a child running away from an adult

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. This will only differ if it is a child with SEND who often runs away from adults and they have a risk assessment that outlines steps staff can take to safely escort them back into the school building.

Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with a member of SLT via walkie talkies.

If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Bullying:

The school has a comprehensive Anti-Bullying Policy. This is available to parents from the school office and is on the school website. Bullying of any kind is not tolerated and will be treated very seriously. The school encourages caring attitudes and makes it clear that bullying is unacceptable. This is done through a planned programme of personal, social and health education, through school and class assemblies and themed events within the curriculum, as well as through the recognition of cyber bullying in Computing. All staff regularly review any incidents of behaviour that give cause for concern about bullying and all reported incidents are followed up immediately by a member of SLT.

Equality Statement:

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment.

For children with SEND, this includes a duty to make reasonable adjustments to policies and practices:

- Reasonable adjustments for pupils will be recorded on either an individual behaviour plan or an SEND EduKey plan outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line with guidance from the London Borough of Harrow. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such e.g. attending school trips but only if the behaviour is dangerous.

Racist and Homophobic Incidents:

In line with our Equalities Statement, we aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist or homophobic behaviour and to take steps to prevent future incidents from occurring. The school records incidents that are perceived to be racist or homophobic and reports them to the Local Authority according to current regulations.

We do not accept children using any form of homophobic language. The first incident of racist or homophobic behavior will be followed up by the senior leader with a meeting with parents. Any subsequent incidents may involve the Deputy Headteacher or Headteacher, with a meeting including the teacher, parents and Chair of Governors and may result in fixed-term or permanent exclusion.

Supporting Pupils with SEND

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's EduKey Plan. Teachers need to use EduKey Plans to understand what works and what doesn't work for that child. For example: if a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their adapted expectations for behaviour should be on their EduKey Plan which will be monitored by the SENDCo. A children's triggers for negative behaviour need to be on their EduKey Plan so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure EduKey Plans and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance - this might be because they have not understood instructions or require reassurance that they are doing the right thing;
- focussing their attention on the adults - following and asking repeated questions - this might be for more reassurance that they are doing the right thing or that they are liked;
- calling out- this might be so they feel noticed and to also feel reassured.

Parent concerns:

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- contact the child's teacher – either via email or call the school office;
- arrange an appointment with the teacher / year team leader / phase leader;
- arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

Monitoring:

Each class teacher is responsible for standards of behaviour in their class. The Senior Leadership Team will monitor the standards of behaviour across the school and will provide half termly reports to the Headteacher.

Accountability:

It is the responsibility of the Head Teacher to:

- provide a framework for consistent behaviour monitoring in school;
- ensure that all staff are following the policy and review the policy accordingly;
- issue fixed-term and/or permanent exclusions to individual pupils.

Governors:

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school's behavior and relationships policy, but must keep governors updated.

Related policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- DfE guidance – Beyond the School gate
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools -
_A_guide_for_headteachers_and_School_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf
- DfE Statutory Guidance - Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Appendix A

Code of Conduct for Pupils

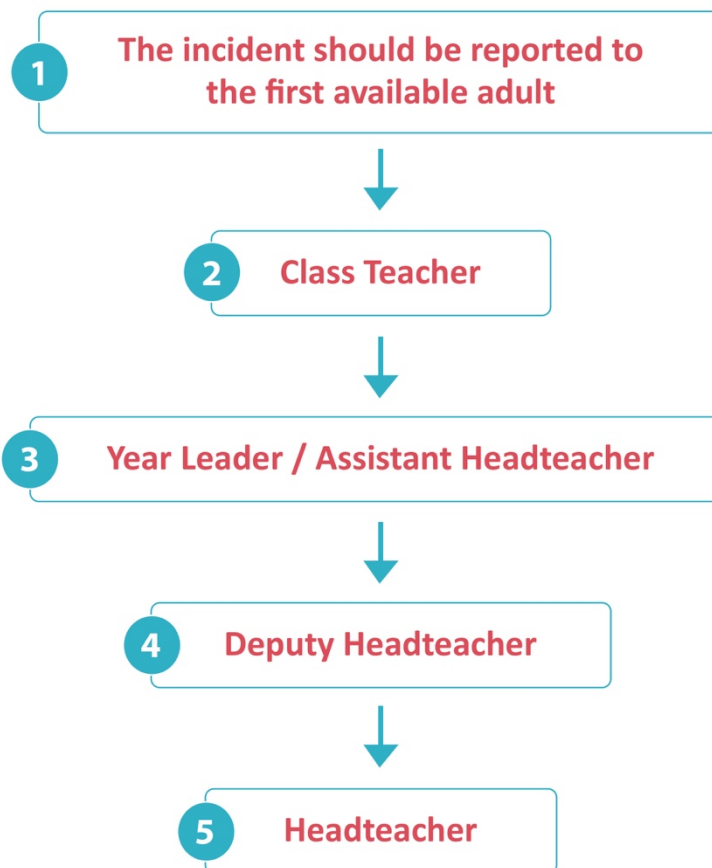
- Try to understand how other people feel: remember that your behaviour will affect how they feel.
- In class make it as easy as you can for everyone to learn and the teacher to teach. This means:
 - a) listening carefully to your teacher or other adults.
 - b) working quietly and co-operatively without distracting others.
- Move quietly around the school, without running, shouting or barging.
- Be ready to help others, by opening doors or standing back to let others through.
- Be polite and helpful to everyone.
- Keep our school clean and tidy, hang up coats and bags that may have fallen in the corridor or classroom, put litter in the bins, and clear up after lunch or other activities.
- Be in the right place at the right time and keep to those areas of the school where you are supposed to be; go quickly back to class after breaks.
- Respect other people's property and always seek permission before touching it.
- When coming to or from school, or when you are out of school on a visit or school journey, remember you represent and carry with you the good name of Whitchurch Primary School & Nursery.
- Wear correct school uniform each day, and wear the proper kit for all P.E. activities.
- Sweets, chewing gum, or other foods are not to be eaten during the school day without prior permission.
- Fighting, kicking or bullying, whether real or play, is not allowed at any time.
- At the end of break in the morning or at lunch times a whistle will be sounded which is the signal for all children to stop talking and stand still. At the second whistle walk quietly into school.

Appendix B



Behaviour Escalation Process

In the event of an incident regarding inappropriate behaviour, racist remarks or bullying, this procedure should be followed:



All serious behaviour incidents should be recorded on CPOMS. Every effort must be made to ensure the incident is fully investigated and the outcome reported to all parties concerned, including parents/carers.

Appendix C

Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder:

I noticed you chose to... (noticed behaviour).

This is a reminder that we need to be (reference which value the pupil should be demonstrating positively)

You now have the chance to make a better choice.

Thank you for listening

Warning:

I noticed you chose to..... (noticed behaviour)

This is the ____ time I have spoken to you.

If you choose to break the rules again you will have time out in an allocated space within the classroom / just outside the door. This will also mean you will miss some of your playtime.

(learner's name), do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices.

Thank you for listening.

Consequence/ Calming Time:

I noticed you are still choosing to (noticed behaviour)

You need to go to sit at the table at the back/ to class X

I will come and speak to you in three minutes.

If need-be – call the office to request support of a member of the pastoral team and/or member of SLT.


































Appendix D

Pupil Behaviour Reflection Sheet (Lower School)

Name:

Class:

Date:

What happened?													
Why was it a poor choice?													
How did I feel?	<p style="text-align: center;">Tick or draw your own</p> <table border="1"><tr><td> astonished</td><td> upset</td><td> worried</td><td> nervous</td></tr><tr><td> poorly</td><td> calm</td><td> stressed</td><td> disappointed</td></tr><tr><td> sad</td><td> confused</td><td> scared</td><td></td></tr></table>	 astonished	 upset	 worried	 nervous	 poorly	 calm	 stressed	 disappointed	 sad	 confused	 scared	
 astonished	 upset	 worried	 nervous										
 poorly	 calm	 stressed	 disappointed										
 sad	 confused	 scared											
What will I do next time?													

Class Teacher comments:

Have Parents/Carers been informed? Yes/No

Signature of Class Teacher:

Signature of child:

Appendix E

Pupil Behaviour Reflection Sheet (Upper School)

Name:	Class:	Date:
What happened?		
What were you thinking at the time?		
Who has been affected? How did this make people feel?		
What have you thought since?		
How can we do things differently in the future?		

Class Teacher comments:

Have Parents/Carers been informed? Yes/No

Signature of Class Teacher:

Signature of child: