



## **Behaviour Policy**

This policy sets out the expectations of behaviour at Wootton St Andrew's Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour, fosters positive attitudes and enables all to reach their potential, thereby empowering children to be caring individuals capable of critical independent thought supported by Christian teachings.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to the ethos and Mission Statement of our school. This policy also links to the school Anti-bullying policy.

## **Aims**

To promote a positive ethos in the school through encouraging a shared understanding of the Christian values which underpin our school ethos

- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourself and others
- To encourage the partnership between home and school

We see all of our children as a 'gift from God' and we value all of God's children equally and aim to protect them from harm. We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly.

The school Behaviour Policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our Behaviour Policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision
- Personalised programmes/support from outside agencies
- Referring to the Christian value of forgiveness when considering dealing with negative behaviour and reconciliation.

## **Curriculum and Classroom Management**

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

## **Staff Responsibilities**

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

## **Behaviour Management Plan**

Our behaviour management plan has three key aspects: rules, recognition and consequences.

### **Everyone in our school has the right to.....**

- learn
- be respected
- be safe
- be happy

### **Therefore everyone is expected to follow these whole school rules:**

- We will always use commonsense, courtesy and consideration
- We will always try our best and allow others to do the same
- We will show respect by looking after ourselves, others and school property
- We will listen and follow adult instructions

At the start of the school year, classes will negotiate and agree a small number of additional rules as part of a class charter or code of conduct, in order to promote a positive and safe learning environment.

## **Recognition**

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair

and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Stickers – either worn by child, or collected on a chart
- Positive recognition to parents at the end of the session/day
- Merit/star points awarded
- Showing work to another adult/class/Headteacher
- Certificates (presented in assembly)
- Collective whole class rewards: Each class has the opportunity to collect for example ‘days’. An agreed number of ‘days’ leads to a whole class treat or ‘special time’ as agreed between the teacher and children.

## **Dealing with unacceptable behaviour**

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and/or being sent to the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

Extremely unacceptable behaviour will be reported to the Headteacher immediately. A letter will be sent home or a phone call made to the parents the same day. For continual unacceptable behaviour or in the case of serious verbal or physical aggression the child may be excluded internally from their class. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see ‘fixed-term and permanent exclusions’ below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on ‘repair’ and ‘putting it right’ to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you’d done differently? What can you do to put it right? Is there anything I can help you with so it doesn’t happen again?

*Not all negative behaviour will result in parents being notified, this will be at the discretion of the head teacher.*

## **Playtimes and Lunchtimes**

At play and lunchtimes we aim to provide a range of activities to engage children in positive play with their peers. This includes the play equipment boxes and structured games.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Peaceful problem solving prompt questions may be used. Such strategies are covered in whole class PSHE&C time as well as being reinforced with individuals or small groups where appropriate.

Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults and the awarding of house points.

## **Children's Responsibilities**

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the Behaviour Policy.

## **Parents' Responsibilities**

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt with in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

## **Special Educational Needs**

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

## **Fixed term and Permanent exclusions**

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a pupil exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

This policy will be reviewed annually, with opportunities for consultation with staff and pupils.

Approved by: Headteacher R.Zaitschenko  
Chair of Governors: Rev.A.Wright  
Governors: K.Hewson, A.Morgan

Date Approved: January 2025  
Review Date: January 2026