



At Wickham, we are deeply committed to nurturing every person's sense of self-worth and unique character. Within our rich and memorable learning experiences, we ignite curiosity and inspire courage to take risks. Through our shared sense of responsibility, we make a difference to our village community and God's world beyond.

Behaviour Policy

1. Introduction

At Wickham Church of England Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that every child is unique and at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people with a strong sense of self-worth.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Wickham Church of England Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our behaviour policy is everyone's responsibility.

2. Our Core Beliefs

- Behaviour can change, and every child can be successful;
- Positive, targeted praise is more likely to change behaviour than blaming and punishing;
- Reinforcing good behaviour helps children feel good about themselves;
- Effective recognition and celebrating success helps to further increase children's self-esteem, self-worth and enables them to achieve even more;

- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

Adult behaviours influence children's responses and behaviours.

3. Aims

Through this policy we aim to:

- ensure a consistent and calm approach to, and use of, language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- promote the use of restorative approaches in place of 'punishments';
- promote pupils' self-esteem, self-worth and resilience by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
- promote the ethos of the school, especially our core Christian values of Love, Courage and Respect. As a Church of England School, this policy also promotes the Church of England Vision for Education:
<https://www.churchofengland.org/about/education-and-schools/vision-education>

As a school community, through the taught curriculum as well as during all other opportunities, e.g. lunchtimes and school clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as members of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support and resilience;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions.

4. Our Principles for behaviour

Our Core Christian Values of **Love**, **Courage** and **Respect** form the foundation of the behaviours we expect from both staff and children at Wickham Church of England Primary School.

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the **rules**, **relentless routines** and **visible consistencies** that all children and staff follow. These principles are based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reprimanded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education.

Our school has three simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**'. These rules are explicitly taught and modelled by all members of our school community. These rules are further explored and explicitly taught in class, collective worship and other school experiences. For example, they might be expanded as follows:

Be ready

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

Be respectful

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

Be safe

I will be kind and look after myself and others, following appropriate instructions from adults.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adults will apply the following principles in all interactions with pupils:

- **Identify** the behaviour we expect;
- **Teach** behaviour explicitly;
- **Model** the behaviour we are expecting;

- **Practice** behaviour;
- **Notice** excellent behaviour;
- **Create** conditions for excellent behaviour;

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults will remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Children are praised publicly and reprimanded in private.

5. Our Five Pillars of Pivotal Practice

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice, and they underpin all of the work that we do.

1. **Consistent, calm adult behaviour** – consistency, adult behaviour, emotional control, teacher expectations;
2. **First attention to best conduct** – rewards, recognition, praise, motivation, engagement;
3. **Relentless routines** – rules, routines, follow-up, teacher habits, non-verbal cues
4. **Scripting difficult interventions** – de-escalation, disruption, delivering sanctions, confrontation;
5. **Restorative conversations** – restorative practice, structuring sanctions, working with the most troubled, developing relationships.

6. Visible Adult Consistencies

At Wickham Church of England Primary School we believe in and adhere to a set of **three visible consistencies** that permeate our practice and are expected by our children. Through these consistencies, adults will build respectful relationships with pupils:

- **Children are greeted** daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will ‘pay first attention to the best conduct’** and will endeavour to catch children ‘doing the right thing’ in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

We are stronger and more consistent when we stand together, everyone compromising a little to make the message utterly clear for children, and all staff pursuing the common values for the good of everybody.

Paul Dix (2016)

7. Above and Beyond Recognition - First Attention for Best Conduct

Good behaviour is recognised sincerely through class **Recognition Boards** that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults recognise excellent behaviour that goes 'above and beyond'.

We promote good behaviour by routinely recognising the behaviour that we want to see in our classrooms.

Recognition is more effective in improving behaviour than reward and we recognise improvement, not achievement (volume of work, neatness, compliance).

Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on.

Certificates, postcards and other positive messages (such as telephone calls) will be sent home regularly by class teachers and members of the senior leadership team to inform parents of good behaviour.

8. Deliberate Botheredness

We believe great practitioners build emotional currency with their pupils deliberately. It is built through the interest that staff show in the children's lives that matters most – botheredness. The most difficult behaviours can emerge from those with attachment issues at home. Using positive recognition or 'being bothered', means that you know how to make each child feel appreciated and important. This takes time, effort and commitment but by being relentlessly bothered is the key to sustaining and maintaining positive rapport with our children.

9. Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

- Pupils and adults will be expected to demonstrate pride in their **Awesome Appearance** and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as '**eyes on me**'. Pupils are taught to stop what they are doing, turn to face the adult and *Be Ready* to listen. This ensures a quiet and calm classroom where the teacher can address all pupils at the same time.

- Similarly, adults may use the term ‘**cinema seats**’ indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with ‘eyes on me’ and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.
- Countdowns will be used when adults in school require the full attention of a class or group of children who have been in discussion or completing an activity and now needs to be listening. Staff will count down from five so children have time to react, and teachers can immediately identify the children who are getting ready to listen.
- When asked to line up in classrooms, the hall or in outdoor areas, we do so quickly, silently and facing the front showing **Lovely Lines**.
- All staff and children show **Wonderful Walking** when moving around the school, walking on the left hand-side and walking silently and sensibly.

10. Our Behaviour Pathway – Stepped Sanctions

In the first instance of negative behaviour (failure to follow our school rules), an adult will remind the child of the expected behaviour using positive reinforcement and non-verbal clues. – e.g. *I am expecting everyone to be looking and listening*. They will praise other children who are modelling the expected behaviours to reinforce this.

If a child does not correct their behaviour, then the adult will calmly follow the stepped sanctions:

Step 1 - Reminder – Reinforce rules (privately if possible) using 30-second script

I’ve noticed that...

It was the rule about being ready / respectful / safe that you’ve broken.

You have chosen to...

Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)

That’s the (good listening, walking etc) I need to see now

Thank you for listening

Example - ‘I notice that you’re running. You are breaking our school rule of being safe. Please walk. Thank you for listening.’

Step 2 - Final Warning – Reinforce rules (privately if possible) using 30-second script

I’ve noticed that...

This is the second time I have spoken to you/had to remind you.

(Insert child’s name) ... if you choose to break our school rules again, I will ask you to move to... go to...

Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)

That’s the (good listening, walking etc) I need to see now

Thank you for listening

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you don't show me that you are ready, then I will ask you to move to the quiet area. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Step 3 – Time to Reflect

I've noticed that...

You need to... (move to quiet space, another classroom)

I will come and speak with you when I can see you are ready

Example - 'I have noticed you are continuing to use rude words. You are breaking the school rule of being respectful. You need to go and sit in the quiet area. I will come and speak to you when I can see you are ready.'

Step 4 – Restorative Conversation

Following Step 3, it is imperative that the adult who initially dealt with the behaviour (supported by a colleague or a member of the senior leadership team if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for younger children)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

It is not the severity of the sanction that is important; it is the certainty that this follow up will take place.

When a child's behaviour has impacted an adult or another child/children, the child may be asked to write a letter of apology to that adult/child/children. This may occur during break or lunch time. The child may also be asked to complete any work missed as a consequence of their behaviour (and time spent reflecting). In some cases, following communication and agreement with parents/carers, a child may be asked to complete unfinished work at home.

If behaviour is extreme or a child has required more than one restorative conversation throughout the day, the school's leadership team will be notified and parents will be informed.

When a child has received a **first restorative** conversation, this will be logged on an individual class list. If the same child requires a **second restorative** conversation over time, then the conversation will be recorded as a written reflection and logged by the class teacher. If a **third restorative** conversation is held with the child, then a phone call to parents will be made (if this has not already happened) and a discussion will be held between a member of the leadership team and the class teacher to determine further support that may need to be put in place for that child. A log of this conversation will be recorded on the school's shared system (CPOMS).

Any incidents of physical/violent behaviour towards another child/children or staff will be logged on the school's central system (CPOMS). If a child physically harms another child, then a restorative conversation will be held, and the perpetrator will be asked to make a verbal or written apology to the victim. They may also remain off the playground for a set period of time.

Further actions when the restorative approach may not be applicable:

- Where a child's behaviour is unacceptable at break and/or lunchtime, then part or all of break/lunchtime may be removed for a set period of time.
- Where a child's behaviour is unacceptable on school trips (including residential trips) or sports events, they may lose the opportunity to participate in further trips and events.
- Unacceptable behaviour in a school club (before or after school) may lead to withdrawal from that club for a set period of time.

Sanctions should always:

- make it clear that *unacceptable behaviour affects others*;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

Step 1 - Reminder – Reinforce rules (privately if possible) using 30-second script.

Step 2 - Final Warning – Reinforce rules (privately if possible) using 30-second script.

Step 3 – Time to Reflect.

Step 4 – Restorative Conversation.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

11. Supporting children who are demonstrating difficulty in managing their emotions

Where children have demonstrated difficulty in regulating their emotions and behaviour over time, their behaviour will be tracked and monitored to identify any patterns. Staff will undertake and record observations using the ABCC format:

- | | |
|------------------|---|
| A. Antecedents | What was happening before the behaviour occurred? |
| B. Behaviour | What did do? |
| C. Consequences | What you/others did after the behaviour occurred |
| C. Communication | What is the behaviour communicating? At this point staff will use 'I' statements to discuss a child's feelings at the time. |

As a staff team, we will work to understand what a child's behaviour could be communicating and what new skills need to be taught to overcome difficulties. We may make environmental changes and use personalised reinforcement and reactive strategies to create a plan of action for the child. This plan will be written in partnership with parents and reviewed after six weeks.

The Special Needs Co-ordinator (SENCo) monitors the behaviour of individual children in accordance with Code of Practice (see SEN Information Report). In the case of children with a Special Educational Need, under the category of Social, Emotional and Mental Health, a different approach to managing behaviour may be used. In these instances, an individual behaviour management plan (IBMP) will be in place and followed. As stated in this policy, and in keeping with the principle of inclusion, we believe that there must be an acceptance by all members of the Wickham Church of England Primary School community that every child is different. As with any Special Educational Need, a bespoke approach may be needed.

For further information regarding personalised behaviour plans or for individualised support in place for children with social, emotional, or mental health difficulties, please see the SEN information report which can be found on the school website.

12. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have Individual Behaviour Management Plans (IBMPs) that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they pose a risk to themselves or to another person. This will only be used as a last resort and undertaken by experienced, trained staff. The school will record all incidents of extreme behaviour on CPOMS.

Exclusions will occur following extreme incidents, at the discretion of the senior leadership team. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The pupil/s affected need respite after an extreme incident
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain to parents what is happening and why it is happening and also arrange meetings to discuss the situation.

The safety of staff and pupils is paramount. Behaviours which would constitute a serious breach of this policy and therefore trigger consideration of permanent exclusion include:

- Persistent bullying – in person or electronically
- Assault on students or staff
- Serious and/or persistent damage to school property

13. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of the senior leadership team. If this occurs, a focussed discussion, involving a member of the senior leadership team and the staff members, will be held to reflect on what happened. However, it is important to accept that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm);
- Defiance / rudeness towards any adult;
- Persistent taunting, teasing and bullying behaviour;
- Stealing;
- Spitting;
- Swearing.

14. Physical Attacks on Adults

At Wickham Church of England Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe in order to manage the situation effectively.

Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and they do not use excessive force. Only staff who have been trained in physical restraint should restrain a child, unless there is an immediate risk to that child or another person, as outlined in our physical restraint policy.

All staff should report incidents directly to the Headteacher and record these on CPOMS. A violent incident form must be completed and given to the Headteacher as soon as is possible after the incident. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but, as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

15. The role of the parent

At Wickham Church of England Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;

- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

16. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc., but the same principles of promoting good behaviour will always apply.

17. Monitoring

IBMPs and incidents logged on our centralised recording system (CPOMS) will be monitored by the leadership team and trends identified. These will be acted upon as appropriate and reported to Governors regularly.

Incidents of racist behaviour, violent behaviour, homophobic, biphobic or transphobic (HBT) bullying¹ will be reported to the Local Authority.

All safeguarding/Prevent Duty concerns will be reported to the Designated Safeguarding Lead, who will follow the appropriate Local Authority and National Guidelines.

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Behaviour Blueprint

Our Values:

Love
Courage
Respect



Our Rules:



Our Core Beliefs

- Positive, targeted praise.
- Reinforcing good behaviour.
- An effective reward system and celebrating success.
- Understanding each child's needs and their individual circumstances.

How Adults Interactions with Pupils;

- Identify** the behaviour we expect
- Teach** behaviour explicitly
- Model** the behaviour we are expecting
- Practice** behaviour
- Notice** excellent behaviour
- Create** conditions for excellent behaviour

Five Pillars of Behaviour

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Visible Consistencies:

- Children are greeted daily by adults in school.
- Staff will be **calm, consistent and fair.**
- Staff will **'pay first attention to the best conduct'**.

Recognition of Above and Beyond



Relentless Routines

1. **Awesome Appearance** - Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
2. **'Eyes on me'** - Pupils are taught to stop what they are doing, turn to face the adult and *'Be Ready'* to listen.
3. **'Cinema seats'** indicating that children should turn themselves (and chairs as appropriate) to face a single direction.
4. **Countdowns** will be used when adults in school require the full attention of a class or group of children who have been in discussion or completing an activity and now needs to be listening.
5. **Lovely Lines** - children line up in classrooms, the hall or in outdoor areas quickly, silently and facing the front.
6. **Wonderful Walking** - All staff and children walk on the left hand-side and walk silently and sensibly.

Behaviour Pathway:

Step 1 - Reminder – Reinforce rules (privately if possible) using 30-second script.

Step 2 - Final Warning – Reinforce rules (privately if possible) using 30-second script.

Step 3 – Time to Reflect.

Step 4 – Restorative Conversation.

Step 1 - Reminder – Reinforce rules

- *I've noticed that...*
- *It was the rule about being ready/respectful/safe that you've broken.*
- *You have chosen to...*
- *Remember last week/yesterday/last lesson when you...*
- *That's the (child's name) I need to see now*
- *Thank you for listening*

Step 2 - Final Warning – Reinforce rules

- *I've noticed that...*
- *This is the second time I have spoken to you/had to remind you.*
- *(Insert child's name) ... if you choose to break our school rules again, I will ask you to move to... go to...*
- *Remember last week / yesterday / last lesson when you... (discuss and frame positive behaviour)*
- *That's the (child's name) I need to see now*
- *Thank you for listening*

Step 3 – Time to Reflect

- *I've noticed that...*
- *You need to... (move to quiet space, another classroom)*
- *I will come and speak with you when I can see you are ready*

Step 4 – Restorative Conversation

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?**
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future?

Supporting children who are demonstrating difficulty in managing their emotions - Staff will undertake and record observations using the ABCC format.