

Worlingham CEVC Primary School



BEHAVIOUR POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Headteacher: Mrs Holly Marchand

School No. 935 3111

Date approved:	30.01.24
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	Peter Hobbs
Date of next review:	Spring 2025

Worlingham CEVC Primary School

BEHAVIOUR POLICY

Introduction

In all areas of school policy, it is necessary for parents, teachers and governors to work together to enable pupils to develop as fully as possible. Children need to develop socially, academically, and personally.

We believe that children develop positive behaviours when they experience

- clear and high expectations
- good role models in both children and adults
- clear and consistent boundaries

At Worlingham we understand that for the behaviour and safety of pupils at the school to be outstanding we aim to ensure that:

- Pupils' attitudes to learning are exemplary
- Parents, staff and pupils are positive about behaviour and safety
- Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality
- Pupils are aware of different forms of bullying, including cyber bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively. Please see our anti-bullying policy for further details.
- Skilled and consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning
- All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.

Our philosophy at Worlingham is that teachers have a right to teach and children have a right to learn in a classroom that is free from disruptive behaviour. However, we also acknowledge that 'behaviour is another form of communication', and it is important to understand what is driving certain behaviours in children.

Support systems for staff

School will support all adults working with pupils to ensure they are achieving.

It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have access to this policy in order that behaviour management is consistent throughout the school.

How do we encourage excellent behaviour?

We make sure that everyone knows about, and understands, the 'Worlingham Way:

At Worlingham we build on the positive patterns of behaviour the pupils have already learnt and we talk to the children about what is 'the Worlingham Way'. The Worlingham Way has been developed by the pupils and staff and reflects our core school values and we encourage everyone to follow it. (Appendix C)

Children at Worlingham:

- show **respect** to others and our environment.
- are **curious** and creative about our world.
- show **kindness** and care to others.
- celebrate difference and have the **courage** to be ourselves.
- **persevere** and try our best in all that we do.
- are proud to **belong** to Worlingham CEVC Primary School.

Our School Vision and Values:



We ensure a whole school consistent approach through:

- established, agreed and understood codes of behaviour
- established rewards
- established sanctions
- children’s understanding that they are responsible for their own behaviour

Governors are aware of the expectations of staff, pupils and parents and they also lead by example, encouraging the aims and values of the school and local community at all times.

The following table outlines the expectations of staff, pupils and parents of the school community:

Staff	<ul style="list-style-type: none"> • To lead by example and encourage the aims and values of the school and local community among the pupils. • To be consistent in dealing with pupils – deal with the behaviour, not the pupil. • To encourage and support good attendance and work closely with parents and carers where children are not attending regularly. • To have high expectations of the pupils. • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support. • To encourage regular communication between home and school.
Pupils	<ul style="list-style-type: none"> • To respect, support and care for each other both in school and the wider community. To support the school’s values. • To listen to others and respect their opinions. • To attend school regularly, on time, ready and equipped to learn and take part in school activities. • To take responsibility for their own actions and behaviour. • To do as instructed by all members of staff (teaching and non-teaching) throughout the school day. • To be respectful of others, irrespective of race, gender, religion and age.
Parents	<ul style="list-style-type: none"> • To be aware of, and support, the school’s values and expectations. • To keep pupils at home when they are ill and to provide the school with a written explanation of the reasons for any absence. • To take an active and supportive interest in the child’s work and progress • To provide the school with an emergency contact number. • To support the school with good communication and regular attendance at events such as parents’ evening.

We will encourage positive behaviour through whole school strategies:

- Our PSHE / RSHE curriculum.
- Special Awards - where children's achievements in school are recognised in our celebration collective worship. There is often a focus on pupils who are following 'The Worlingham Way' and part of star of the week.
- Positive reinforcement of good behaviour.
- Working closely with parents. Class teachers will share any concerns with parents to encourage consistency of approach, agreed understanding and support for the child. Systems for regular communication may be put in place, which will also involve the child.
- In case of dispute between pupils, all pupils involved will be supported and encouraged to find solutions and reach resolution through negotiation and compromise.

We also employ a range of in-class, group and individual strategies:

- Verbal praise or written praise (important that this is specific and worthwhile)
- Annotated stickers referring to specific achievement
- Headteacher stickers
- Allocation of responsible tasks
- Class reward systems, e.g. table points, marble jar – these can vary from class to class or year group to year group.
- Behaviour Plans
- Report Card
- Individual reward charts
- Time out to regroup thoughts and return when ready
- Verbal disapproval/disappointment expressed in a calm manner, reinforced through the expectations of 'the Worlingham Way'. Any negative behaviour is discussed.
- Discussions with all children concerned, facilitated by an adult, to find solutions through negotiation and compromise. A reflection sheet may be used as part of this process.
- What happens next to change/improve situation.

We acknowledge that some children need more support:

Some children, where appropriate, will have individual behaviour plans which would be the result of working with outside agencies and following the advice given. These will be shared with parents and all staff working with the child. Furthermore, as part of a child's special educational need, class teachers should liaise with the SENDCo to establish what reasonable adjustments could be made for a child to help improve their behaviour – the aim would be to support any child with e.g. ADHD from constantly having sanctions and consequences. This could result in a formal behaviour plan. The behaviour plan will replace the normal staged approach, as stated below in Appendix A.

We encourage positive break and lunchtimes:

We recognise that most behavioural issues can occur in the less structured times outside of the classroom. We make these times as positive as we can for children through:

- Clear positive lunchtime support and expectations for MSAs.
- Having a named Senior MSA to oversee lunchtimes and encourage the positive ethos.
- Having a well-resourced environment – one member of the lunch time staff leads in the setting up and playing of games.

We recognise some behaviours are very serious:

Some more serious behaviours may mean a more severe consequence is needed. For example, behaviours such as:

- Swearing
- Vandalism
- The premeditated act of hurting someone
- Other serious discriminatory behaviour such as racism, spitting or bullying

The headteacher reserves the right, dependent on the seriousness of the incident, to implement a more severe consequence at any time. This could involve an internal exclusion, fixed term exclusion or permanent exclusion, as stated below.

Consequences / Sanctions for Negative Behaviour

- 1. Verbal reminder**
- 2. Time out**
- 3. Loss of independent break / lunchtime**
- 4. Sent to another teacher**
- 5. Sent to Deputy Headteacher / Headteacher**

More Severe Consequences:

At stage 5 of the consequences, when the incident is referred to the Deputy Headteacher or Headteacher, there may be more serious consequences for severe behaviour. This could include any of the following, depending on the incident:

- 1. Starting, or reviewing, further support for the child using any of the following strategies including a report card, individual pupil risk assessment, individual behaviour plan, risk reduction plan or temporary reduced timetable. Any of these measures would be discussed and agreed with parents and carers.**
- 2. Internal Exclusion**
- 3. Fixed Term Exclusion**
- 4. Permanent Exclusion**

Bullying or Discrimination:

All incidents of bullying or racist or sexual discrimination must be reported to the headteacher as soon as possible. Relevant parents/carers will be informed of any such incidents. Behaviour incidents are logged on CPOMS and any serious incidents resulting in an internal exclusion, fixed term exclusion or permanent exclusion will be monitored by the Headteacher. Depending on the severity of the incident, parents / carers would be informed.

For further information on our exclusion procedures, please see our Exclusion Policy.

We adapt our behaviour approach for the Early Years Foundation Stage:

The Early Years Foundation Stage shares the principles, ethos, expectations rules and rewards of the school. However, due to the organisation of the day and the age of the children, we may adapt the approach slightly. E.G. time out may involve coming away from a particular activity and sitting with an adult for a few minutes.

We are trained in De-escalation Strategies and Positive Handling:

All staff have received the training 'Managing Challenging Behaviour' led by IKON training.

As a result, we recognise and fully understand that not all children choose to behave the way they do 'consciously'. Some children, as a result of their experiences, have developed subconscious behaviours.

With such children, external positive behaviour strategies may not always work – in fact it is often unlikely to, and when it does, only results in a short term change. Our aim, as a school, with such children is to empower them with internal positive behaviour strategies and recognition; supporting them to develop the tools and skills necessary to manage their emotions in a more proactive way. As a school we use 'The Zones of Regulation' approach to support children in identifying and managing their emotions, when required.

In essence, subconscious behaviours may be based on anxiety, fear, frustration, confusion etc. These can also be medical, habitual, entrenched and learned behaviours. With such behaviours, it is important to be sure of what happens before, during and after an incident.

We have an understanding of the triggers and causes of different behaviours that may be exhibited by children. Through the 'Managing Challenging Behaviour' training, staff deepened their understanding of the theory behind the training, recognising and managing challenging behaviour.

Incidents Outside of School:

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy may be applied as if the incident were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions. Where behaviour outside of school may indicate potential risk of neglectful care or parenting, it may be appropriate for the incident to be recorded as a safeguarding concern using the appropriate channels.

Use of Reasonable Force and Restraint Policy:

Worlingham CEVC Primary School have a separate policy that sets out our policy and procedures in the event of needing to use physical restraint. This policy is based on the 2013 DFE Guidance on 'The Use of Reasonable Force' for Headteachers, Staff and Governing Bodies in schools.

The aim of this policy is to ensure that all pupils and adults at Worlingham CEVC Primary School are kept as safe as possible and any risks of injury are kept to a minimum. All adults have a duty of care to themselves and to all other pupils and adults. This means that reasonable force or restraint may be used if a pupil is hurting themselves, another pupil or adult, or property.

A number of staff members, across all Key Stages, have had further physical de-escalation training from IKON to manage situations where it may be necessary to intervene in a situation to prevent the child or another person being injured or school property being damaged.

Where a physical intervention has been used:

When a member of staff is required to use a form of restraint or force, for any reason, the member(s) of staff will be required to complete a record of this in the restraint book and ensure it is reported to the Headteacher.

Screening, Searching and Confiscation:

Our policy on 'The Use of Reasonable Force and Restraint' also details our procedures for 'screening, searching and confiscation', which is based on the latest DfE procedures (September 2022).

Following the DfE guidance on Searching and Confiscation, the school would only search a pupil's possessions if it was believed that there was a risk of a dangerous object such as a weapon or drugs. In those circumstances the DfE guidance would be followed. Unsuitable or dangerous objects may be collected in and stored safely until the end of the day by the class teacher. In these cases, objects such as toys would be handed back at the end of the day. If it was a dangerous object, the school would contact the parent and ask them to come and collect it in person or it could be referred to the police for advice. Letters are sent out requesting that certain toys or objects are not brought into school. The staff would encourage parents to ensure these requests are supported and that any unsuitable objects are left at home. Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Please see 'Use of Reasonable Force and Restraint Policy' for full details.

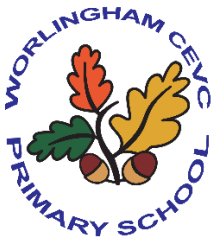
Links to other related policies:

- [Anti-bullying Policy](#)
- [Exclusions Policy](#)
- [Use of Force and Restraint Policy](#)
- [Appendix A – Our classroom poster of behaviour guidelines](#)
- [Appendix B – Worlingham Way poster](#)
- [Appendix C – Risk Reduction plan](#)

Appendix A

Worlingham CEVC Primary School, all members of our school community take pride in our high standards of behaviour and follow the Worlingham Way.

Children at Worlingham:



- show respect to others and our environment.
- are curious and creative about our world.
- show kindness and care to others.
- celebrate difference and have the courage to be ourselves.
- persevere and try our best in all that we do.
- are proud to belong to Worlingham CEVC Primary School.

Positive Behaviour Rewards

When pupils stand out by making positive behaviour choices, we use a range of strategies to celebrate achievements across the school. These strategies include:



- Praise
- Stickers
- Marbles in the jar
- Applause
- Star charts
- Star of the week
- Show and tell
- Sending work to show another adult
- Stop and share
- Golden time
- Reading certificates
- Celebration collective worship
- Outstanding work awards

Behaviour Consequences

To ensure that all children can enjoy their learning, and feel happy and safe at school, we have the following consequences in place if positive behaviour choices are not being made:

	Verbal reminder
	Time out
	Loss of independent break / lunchtime
	Sent to another Teacher

Mr Brown or Mrs
Marchand

Sent to Deputy Headteacher / Headteacher
(+ further possible consequences depending on incident)

The consequence will depend on the incident and may include any of the above.
Serious behaviours will be recorded and parents/carers will be informed.

Appendix B

The Worlingham Way



Appendix C



RISK REDUCTION PLAN – CHILD

Child's Name	
Year	
Issue Date	
No. of Plans	<i>Sheet of</i>

Potential Harm	
Behaviour resulting in potential harm	

Risk Reduction Measures	Notes
Strategies BEFORE a crisis	
Strategies DURING a crisis	
Strategies AFTER a crisis	

Signed..... (Class Teacher)

Signed..... (Head Teacher)

Date.....

Signed..... Date.....

WORLINGHAM CEVC PRIMARY SCHOOL

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.