



Wychwood Church of England
Primary School

Shine as Lights in the World- Philippians 2.15

School Behaviour Policy

Introduction:

Underpinning our curriculum are a core set of six values and learning behaviours that are upheld by everyone within our community, ensuring that strong and meaningful relationships are developed and nurtured. These values support our strong Christian ethos captured in the following sentence, 'Shine as Lights in the World'.

Staff and governors work hard to create and maintain a culture of respect and safety with clear boundaries, good pastoral care and early intervention to support pupils and families. This policy is underpinned by the UN Convention on the Rights of the Child and in particular Article 28, the Right to Education; Article 29, Goals of Education; Article 24, a Safe Environment; and article 17, Access to Information.

In this policy we outline how our community works together to promote positive, purposeful behaviour through conscious teaching, modelling and planned discussions.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequences process. DfE July 2022

At the beginning of each academic year, pupils and staff discuss our school vision encapsulated by the motto 'Shine as Lights in the World'. This helps everyone to uphold the core values and links directly to our PSHE and RSE curriculum across the whole school.

The Role of Staff:

Staff have an important role in developing calm and safe environments for pupils by establishing clear boundaries, demonstrating and modelling high expectations and supporting children to make good choices and understand the choices they make. They will always encourage children to have the confidence to ask for help if they find any situation challenging. All staff communicate the school expectations, routines and values both explicitly through teaching and in every interaction with pupils.

If behaviour is disrupting the learning environment:

Staff understand that behaviour is a form of communication, and pupils are learning how to understand their emotions and self-regulate these. If behaviour is disrupting the learning environment in any way, then staff will use the following steps to ensure a consistent approach across the school is implemented:

- A gentle reminder is given to the child, followed by praise if the unwanted behaviour stops.
- Follow up statement, reminding the child of our expectations.
- If the disruptive behaviour persists, ask the child to come to you and use the following type of script to speak to them.

Tell the story	What has happened?
Identify feelings	What were/are you feeling? Where in your body are you feeling that? How do you think they are feeling?
Needs	What do you need to calm down?
Reflection	Were there any mistakes made? Is there any behaviour that needs to change to ensure we can all learn together?
Moving forward	What should happen now?

If the child is unable to unpick the event in a clear and coherent way, then staff will remind and explain that ‘Shine as Lights in the World’ is what we are all striving to do, and this is the expectation that we want to see from them. Staff will ask them if they need some time to reflect and reset or if they are ready to join the group/class.

If improvement is seen, offer gratitude and encouragement. However, if no improvement is made then at the beginning of the next break, they will stay with their teacher to reflect on what has happened and why the behaviour has continued. During this time, it may also be appropriate for the child to complete any outstanding tasks that they were unable to complete during class if the additional support is what was needed (This will influence task and planning moving forward). This time is an opportunity for reflecting on the behaviour and to reset expectations for the next lesson. Additional resources and support materials may be needed for the child to begin a task, stay focussed and get back on track-these will be ready for the next lesson.

Communication between school and parents is vital, therefore parents will be informed of any persistent disruptive behaviour so that they are able to work with the school to provide consistency and the very best support for their child.

If behaviour is disrupting play:

When behaviour disrupts play it is important to work closely with the pupils involved and to hear all versions of events. Staff ensure that when an issue arises, they only speak to the pupils involved and find a quiet space to listen to them in turn.

Strategy and Script
Everyone will have a turn to speak and we will not interrupt other speakers. We will respect the speakers right to share their feelings. When it is your turn you can add anything or respectfully disagree with what has been shared.
Reflection- Were there any mistakes made?
Moving forward- What should happen now?

Throughout the year we have assemblies where we discuss conflict resolution. We ask that children:

Use a Friendly voice, then Firm voice and finally Find an adult.

If an issue with behaviour is identified, then that will be addressed directly with the child/ren using the strategies outlined previously. Time will be allowed for pupils to demonstrate to staff that they are working to 'Shine as Lights in the World'. If they choose or are unable to make a good choice with their behaviour, they will be asked to play closer to a staff member or to spend time with another staff member including the headteacher.

If poor behaviour choices harm another pupil:

When behaviour has a detrimental effect on others it is important to address this calmly, allowing pupils to speak and explain the situation in full before any actions are taken. When the situation is clearly established, staff will record any incidents factually and give pupils a chance to reflect on what has happened.

Pupils may be asked to complete this process during break time, where appropriate and there may be supportive processes put in place moving forward such as, having an adult to support them outside, playing near an adult for an agreed period of time, support from older members of the school etc. These measures will be agreed and implemented to support and encourage the use of positive behaviours. Positive praise will be given as soon as the child is seen making good choices.

Parents of all pupils involved in these situations will be made aware of the incident in a timely fashion so that they understand how the school values and encourages positive behaviours. This is also an opportunity to involve parents in understanding behaviour, emotions and specific needs that their child may have.

Reporting behaviours that cause concern:

When behaviour causes concern, constitutes bullying, or harms another child, there is a necessity to record and report behaviour immediately. Incidents will be addressed within the school day wherever possible and parents informed of the incident and actions taken by staff to support pupils moving forward.

Behaviour incidents of this nature are recorded on the school's online reporting system. To ensure there is sufficient details in these reports adults must:

- Enter information of the behaviour incident in as much detail as possible (Location, timing, any triggers, behaviours etc)
- Ensure all pupils involved in the incident are named in the concern
- Chronology updates should include details of any work done after the incident, contact made with parents and further actions taken.
- Adults should liaise with the Headteacher or member of the SLT for advice if needed

Additional Support:

Where there are specific needs identified for individual pupils, the school offers a varied package of support (including ELSA support, 'soft landings', social skills support) to help develop understanding of emotions and self-regulation. Every class uses the Zones of Regulation programme which enables pupils to reflect and recognise how they are feeling and for some children strategies are put in place to help them deregulate.

Acknowledging positive behaviour:

At Wychwood we know that acknowledging positive behaviour is important for nurturing relationships in our school community. Telling a child that they are 'Shining as a Light' gives our pupils a sense of pride and a feeling of belonging to something special. To help emphasise this and ensure pupils are aware of the ways that they can help each other we have house points that are earned for upholding our values. In addition to this we also celebrate pupils through a Certificate of Achievement and Star of the Week. These rewards, help to model to the pupils, how hard work, love, care and respect can build a strong and supportive community which enables everyone to flourish.

Training for Staff:

The school provides appropriate training for all staff, to promote positive and consistent behaviour expectations within the school. It also ensures opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example exclusion, safeguarding and the use of reasonable force); inclusion and equality. Specific planned/tailored training will be requested as appropriate from the Communication and Interaction Team to support any pupil referred to their service. All staff, especially ECTs are encouraged to access OCC training in behaviour management to help best support their role as class teacher.

The Role of Parents and Carers:

The role of parents and carers is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school policy and, where possible, take part in the life of the school and its culture. DFE July 2022

Parents are asked to support their child/ren by ensuring they:

- Arrive at school on time every day and encourage good levels of attendance
- Value and support the work of the school by reading regularly at home and supporting learning
- Always wear the correct uniform, including PE kit
- Work with school if behaviour issues arise to help develop and support positive behaviour choices.

The Role of the Governing Body:

- Support the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse Against Teachers and other Staff' guidance when

setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

- Ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The Role of School beyond the School Gates:

Teachers have a statutory power to discipline pupils for misbehaviour outside of the school premises. All non-criminal undesirable, concerning or harmful behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, should be brought to the attention of the Headteacher who will follow up the incident with procedures agreed within this policy.

This may include any misbehaviour when the child is:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school
- Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Related Policies:

Anti Bullying, Positive Handling, Safeguarding

*Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through the creating an environment where good conduct is more likely and bad conduct less likely. This behaviour should be taught to all pupils, so that they understand what behaviour is expected and encouraged.
DfE July 2022*

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