

Compassion

Courage

Cooperation



Behaviour Policy

We strive to cooperate and work alongside all members of our community to feel valued, nurtured, and empowered as they embark upon their journey to become the very best that God intended. Throughout their voyage of discovery with us, we ensure all children are provided with a rich curriculum, and experiences that promote courage and a strong moral purpose underpinned by our Christian values; preparing them to become compassionate citizens within our rural community and the wider world.

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Revision History

Date	By	Description	Review date
Sept 22	All staff	Update	Sept 23
May 23	G Hawkins	Review/update	Sept 23
Sept 23	G.Hawkins	New Values and Wittersham Way	Sept 24
Sept 24	S. Coulson	Review	Sept 25

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Wittersham Church of England Primary School

Behaviour Management policy

At Wittersham CEP School we believe that learning should be a rewarding and enjoyable experience for all. We maintain that excellent educational experiences at school will help to equip children with the skills, knowledge, and understanding that they will need to be able to make informed choices in their future lives. Our Christian distinctiveness underpins all aspects of school life and our curriculum. The Christian Values of Compassion, Courage, and Cooperation are promoted and embedded in our daily lives.

We encourage all stakeholders to take responsibility for their own actions, developing self-discipline, respect for themselves, others, and the environment. This creates a happy, caring school, which enables effective teaching and learning to take place.

Christian Values

- Christian Values are shared and understood by all members of the school community and are *consistently* upheld.
- Emphasis is to be placed on positive behaviour.
- Children are encouraged and supported to take responsibility for their own behaviour, to ensure they are sensible, trustworthy and polite.

The Christian Values are displayed in the hall, every classroom, and outside the learning space, including whilst at Forest School and swimming.

Classes display 'Class Expectations', which are specific to each class and written with the children so as to ensure that they have understanding and ownership of them.

Wittersham Way (see Appendix 5)

Our behaviour policy is rooted in "The Wittersham Way," a set of guidelines that define our expectations of behaviour and character. The Wittersham Way embodies the core values of compassion, courage, and cooperation, and serves as a beacon for our students to navigate their journey through our school community.

Compassion:

Matthew 22:39 (NIV): "Love your neighbor as yourself."

Compassion is at the heart of our school values. We encourage students to understand and respect the feelings, needs, and experiences of others. In practice, this means:

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Kindness: Being considerate and understanding towards classmates, teachers, and staff. Treating everyone with respect, regardless of differences.

Empathy: Putting yourself in someone else's shoes to better understand their feelings and perspective. This allows us to resolve conflicts peacefully and support those in need.

Inclusion: Making an effort to include everyone, ensuring no one feels left out or isolated. Embracing diversity and appreciating the richness it brings to our school community.

Courage:

Joshua 1:9 (NIV): "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."

Courage empowers our students to stand up for what is right, even in the face of adversity. It involves:

Honesty: Admitting mistakes and taking responsibility for one's actions. Reporting incidents of misconduct or bullying to ensure a safe school environment.

Resilience: Facing challenges and setbacks with determination and a positive attitude. Seeking help when needed and persevering in the pursuit of personal growth and academic excellence.

Integrity: Upholding high moral and ethical standards, both in and out of the classroom. Making choices that reflect our values and principles.

Cooperation:

1 Corinthians 12:12 (NIV): "Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."

Cooperation reinforces the idea that we are stronger when we work together, building a supportive and harmonious community. This includes:

Teamwork: Collaborating with peers on group projects, sharing ideas, and valuing the contributions of every team member.

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Conflict Resolution: Addressing conflicts constructively by using communication and compromise to find mutually acceptable solutions.

Supporting One Another: Encouraging and helping classmates in their learning journey. Being a source of encouragement and guidance for those who may need it.

By embracing the Wittersham Way and the values of compassion, courage, and cooperation, our students actively contribute to the creation of a respectful and harmonious school environment. In practicing these values, we are nurturing well-rounded individuals who are not only academically successful but also **compassionate, courageous, and cooperative** members of our larger society. We believe that by upholding these principles, we can collectively shape a school culture that is inclusive, supportive, and conducive to personal growth and academic achievement.

Role of parents/carers

Wittersham C of E Primary School endeavours to work collaboratively with parents/carers so that pupils receive consistent messages about the expectations of behaviour at home and school. If parents have any concerns about their child's behaviour, they should speak to their child's class teacher in the first instance.

Role of pupils

The school councils were consulted and their ideas were incorporated into this policy. Children understand their role in demonstrating exemplary behaviour at all times of the school day.

Role of Staff

The staff at Wittersham C of E Primary School have high expectations of all children within the school, and will consistently recognise and reward the expected positive behaviours that our pupils display. Similarly, they will consistently recognise and address any behaviour that does not meet our high expectations. Staff will show respect to every child as an individual, be aware of vulnerable children, focus on the behaviour, not the child, and maintain fairness.

Role of Governors

The Governing Body has the responsibility of setting down the general guidelines on

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standards of behaviour, and the sanctions necessary to ensure that Wittersham C of E Primary School is always providing a safe and fair environment, in which all pupils will achieve their highest possible academic levels.

Review

This policy will be reviewed, and updated, by the Governing Body, annually. If new guidelines or legislation are introduced then the review will be earlier. The policy is under regular review by school staff to ensure the policy is fit for purpose.

PROCEDURES

Acknowledgments/Rewards

We encourage positive behaviour by the use of:

- Explicit guidance
- Verbal greetings and eye contact
- Peer group praise
- Head teacher's praise
- Comments in books
- Praise in assembly and worship (Celebration Assemblies)
- Stickers
- House points
- Positive body language and gestures e.g. smiles
- Tone of voice
- Sharing jokes
- Displaying work
- Special jobs and responsibilities
- Role models may be used i.e. behaviour of pupils etc.
- Above and beyond Ladder System
- Contact parents, use positive feedback, and mention in newsletter

Class Rewards

Individual Class Teachers will develop their own rewards system for their class. This may involve sending the children to the Headteacher for a Headteacher Award to share work, notifying parents of success, or helping out with a pleasant task.

The whole class can gain recognition for a team's achievement. The teacher may set a target

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and have a reward chart of some description displayed in the classroom e.g. fill marble jar.

Classes will celebrate and share success in Collective Worship. Children who particularly display our school's Christian Values are nominated weekly and receive a Headteacher's award. The reasons for their nomination are shared with the whole school and their names go into the parent newsletter for further celebration.

The Above and Beyond Ladder system is operated across all classes. See Appendix 2.

RECORDING BEHAVIOUR INCIDENTS

If Rules are Broken in Class:

Staff will make a professional decision and adopt the most appropriate strategies to deal with the situation (in the classroom) using the Ladder System: (appendix 2)

Some behaviour will require the child's name to be moved instantly to the time to reflect' section of the ladder, with a rain cloud image and s/he will need to see a member of the SLT and parents may be informed. This is further supported by our behaviour flow chart (Appendix 4).

SLT will decide on the actions to be taken following discussions with the child and reflection on his/her behaviour. These may include missing part/all of the playtime, spending time quietly thinking about his/her behaviour and its impact on others, contacting parents, placing the child on a Behaviour Report Record, and ultimately fixed-term or permanent exclusions.

The Head Teacher must be kept aware of behaviour concerns by all staff.

All staff have the responsibility to record behaviour incidents using the school recording system..

If Rules are Broken at Lunchtimes:

- The first warning is given and the child is asked to sit on benches on the playground for 5 minutes to reflect on behaviour.
- If rules continue to be broken, a member of staff should send the child to or send for a member of the SLT.
- The child should be removed from the playground.

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- The incident should be recorded by the adult who dealt with the initial incident and by the adult who dealt with the child subsequently.
- Teachers should be informed of unacceptable behaviour as it may have implications for the afternoon's lessons. However, the incident should have already been dealt with and further action is not necessary.
- Parents should be contacted, when necessary, as soon after unacceptable behaviour so an early solution can be reached.

Consistently unacceptable behaviour will be referred to Headteacher/Parents and shared with staff as appropriate. Serious incidents will be referred to Headteacher and Parents.

Exclusions

Fixed-term exclusions and permanent exclusions are the final consequences. If children are at risk of exclusion a behaviour plan is set up to address pupil's extreme behavioural needs to try to prevent further incidents.

Should an exclusion still be required, DfE guidelines are followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion. Before the child is readmitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of offending behaviour patterns is not repeated. The permanent exclusion would normally follow a behaviour support plan's failure to resolve outstanding issues; however, the school would permanently exclude a pupil without a PSP/BSP if the circumstances justify such action. At all times the school will follow local and statutory guidance when considering exclusion.

A written record of the discussion and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

Outside agencies

There are times when the advice of outside agencies will be required. This will be the result of a discussion between the class teacher, SENCo, and the Headteacher, or as the result of a pupil review meeting. Any outside agency will need information. Therefore teachers need to document evidence of behaviour carefully as detailed above, so that it can be collated when required.

Monitoring

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Approaches to discipline and the effectiveness of the policy will be monitored in the following ways:

- Regular slots in staff meetings/senior leadership meetings
- Monitor school incident books and alert parents as appropriate.
- Feedback at TA and Pupil Progress Meetings.
- General ambiance/atmosphere/visitor comments.
- Governors' visits.

Every child has different needs and our policy allows for flexibility. Some children may have individual behaviour plans. Professional judgment will be made by staff if restraint needs to be used to ensure the health and safety of staff and pupils. Members of staff have been trained in Positive Intervention– it is an act of care, not punishment. See the Positive Handling appendix (appendix 1)

Appendix 1

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Positive Handling

The purpose of this appendix to the behaviour policy is to prevent misunderstanding of intentions and define acceptable physical contact and the situations in which it may be used by adults at Wittersham School

1. Acceptable physical contact may be required to:

- 1.1 maintain the safety of pupils and staff
- 1.2 prevent serious breaches of school discipline
- 1.3 prevent serious damage to property

2. Proactive steps will always be taken to minimise the likelihood of incidents needing force taking place, including

- 2.1 all staff and pupils being aware of Wittersham's Behaviour Policy
- 2.2 Quiet and calm working environments, well supported by teachers or other adults
- 2.3 appropriately supervised and constructive playtimes
- 2.4 development of social and emotional aspects of learning
- 2.5 staff being aware of pupils who are on the SEN register
- 2.6 Risk assessment of individual pupils and de-escalating incidents if they do arise.

3. As a result of Positive Intervention training the following advice has been shared with all staff members:

ABC advice:

ACT

- stop and think
- Adopt a calm, non-threatening stance and posture
- Slow controlled voice

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- Clear verbal directions
- Pause and allow time for delayed compliance and help to arrive

BALANCE

- Likely outcomes if force or direct contact is used against likely outcomes if force or direct contact is not used.
- Short-term risks against longer-term risks
- The best interests of the child against the best interests of other children and the rights and power of staff

CHOOSE

- Persons who are most likely to succeed
- Best place available
- Best time available
- Minimum of force or direct contact necessary to achieve the desired result

Examples of circumstances when proportionate use of force may be reasonable. - To protect people or property

- To move children to a safer place

- To prevent children from behaving in such a way that seriously disrupts school activities.

- To require a child to comply with a reasonable instruction

4. Reporting incidents

Wherever possible the parents will be notified before the pupil gets home and be given the opportunity to discuss the incident. The Headteacher may consider it appropriate to inform external agencies e.g. children's services etc.. The Headteacher will keep a record of the incident. The number of recorded incidents will form part of the Headteacher's report.

5. Post-incident support

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Staff and pupils involved in incidents will have their immediate physical needs met and then be supported in rebuilding relationships. Evaluations will then be held to learn lessons for the future.

6. Complaints and allegations

In the event of a complaint, the normal complaint procedures of the school will be used. Guidance states that “when a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably”.

APPENDIX 2

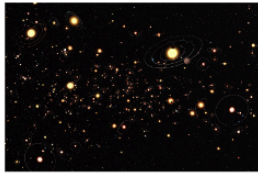
Above and Beyond Ladder System

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Above and beyond



Extra Mile



Ready to learn



Needs improving



Time to reflect

Children all start the day on the sunshine. If the child demonstrates good behaviour, they will move up a step on the system onto the Rainbow. Children who consistently show this behaviour again will be moved onto the above and beyond section. Classes have established their rewards for those who achieve 'above and beyond' on the ladder, such as golden box, house points, and additional reward time. If children demonstrate unacceptable behaviour, they will move down the system. When a child is on the time to reflect section, they are allowed to reflect upon and consider the changes they need to make in their behaviour. This may be in the form of a conversation with an adult, through identifying examples of positive behaviours, or through missing a portion of their free break or lunch time.

Sanctions

If a KS1 child persistently finishes the day on the raincloud, the teacher will decide an appropriate sanction. If considered necessary the child may be referred to the headteacher for further reflection. However, this is rare, and usually a chat with parents at the end of the day will lead to improvements in behaviour.

If a KS2 child persistently finishes the day on the raincloud, they will be given a positively reinforced chat by the class teacher about what is expected to improve. If considered necessary the child may be referred to the headteacher for further reflection. Parents may be informed.

Appendix 3

Typical Behaviours

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	Typical behaviours:	Sanctions
	<p>Calling out inappropriately in class. Distracting others. Not listening to explanations and instructions. Making distracting noises (i.e. rattling pencils, trays, etc.) Not following hygiene rules after the reminder.</p>	<p>Verbal warning. Moving one step on the Rainbow system.</p>
	<p>Showing disrespect to an adult. Answering back. Name-calling. Throwing things. Deliberately damaging someone's property. Ignoring adult. Deliberately not following rules</p>	<p>Verbal warning. Moving one step on the Rainbow system. Moved to a more isolated space in the classroom.</p>
	<p>Hurting others. Leaving the classroom/school premises without permission</p>	<p>Straight onto raincloud. Senior Leadership Team informed. SLT meets with the child. Parents contacted. Possibility of missing school event.</p>
	<p>Extreme aggression. Swearing at an adult. Bullying – both verbal and physical (including racist comments).</p>	<p>Straight to Rain Cloud. Head Teacher informed. The child removed from class for a specified period. A meeting is arranged with parents. Missing school events.</p>
	<p>Violence towards an adult or child including deliberate coughing at someone else or spitting Persistent swearing. Sustained bullying. Frequent high levels of disruption. Frequent non-compliance. Frequent high levels of disrespect.</p>	<p>Behaviour Report. Fixed term exclusion.</p>

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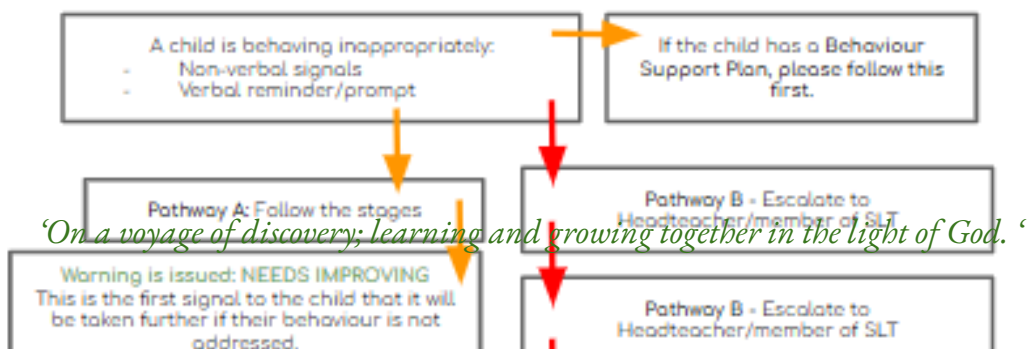
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	Repeated breaches of the school's behaviour policy. If the pupil were to remain in school, it would seriously harm the education or welfare of the pupil or other pupils in the school.	Permanent exclusion.
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The school understands that not all sanctions are appropriate for all children and that differentiated forms of behaviour management may be necessary at times. Therefore these children will have Individual Behaviour Report Records and a Behaviour Plan.

Appendix 4

Behaviour Flow chart



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Appendix 5: Wittersham Way

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Wittersham Way



COURAGE:



WE TRY OUR BEST AND
NEVER GIVE UP

COURAGE:
WE ARE RESPONSIBLE
CITIZENS



COMPASSION:

WE SHOW LOVE FOR OUR SCHOOL
AND ALL THOSE IN IT



COMPASSION:

WE RESPECT OURSELVES
AND OTHERS



COOPERATION:

WE TAKE TIME TO
LISTEN TO OTHERS



COOPERATION:

WE SUPPORT EACH
OTHER ON OUR
JOURNEY



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