

Compassion

Courage

Cooperation



Wittersham Church of England Primary Behaviour Policy 2025

We strive to work in cooperation with all members of our community so that everyone feels valued, nurtured, and empowered as they embark on their journey to become the very best that God intended. Throughout their voyage of discovery with us, we provide every child with a rich curriculum and meaningful experiences that foster courage and a strong moral purpose, underpinned by our Christian values. In doing so, we prepare our pupils to grow into compassionate citizens, ready to contribute positively to both our rural community and the wider world.

Revision History

Date	By	Description	Review date
September 2022	All staff	Update	September 2023
May 2023	G Hawkins	Review/update	September 2023
September 2023	G.Hawkins	New Values and Wittersham Way	September 2024
September 2024	Stella Coulson	Review	September 2025
September 2025	Stella Coulson	Review - HSA added	September 2026

'On a voyage of discovery; learning and growing together in the light of God.'

Introduction

At Wittersham Church of England Primary School, we believe that learning should be a rewarding and enjoyable experience for every child. Excellent educational experiences equip pupils with the skills, knowledge, and understanding they need to make informed choices in their future lives.

Our Christian distinctiveness underpins all aspects of school life and our curriculum. The values of **Compassion, Courage, and Cooperation** are promoted and embedded in our daily routines, learning, and relationships.

We expect all members of our school community to take responsibility for their own actions, developing self-discipline, respect for themselves, others, and the environment. This creates a happy, caring school where effective teaching and learning can flourish.

Christian Values in Action

- Christian values are consistently shared and upheld by all members of the school community.
- Emphasis is placed on positive behaviour.
- Children are supported to take responsibility for their behaviour, ensuring they are sensible, trustworthy, and polite.
- The Christian Values are displayed in every classroom, in the hall, and in outdoor learning spaces (including Forest School and swimming).
- Classes create and display Class Expectations, written with pupils to promote ownership and understanding.

The Wittersham Way

Our behaviour policy is rooted in *The Wittersham Way* – a set of expectations that guide behaviour and character. The Wittersham Way embodies our Christian values and provides a clear framework for all.

Compassion – Matthew 22:39

"Love your neighbour as yourself."

- **Kindness:** Treating everyone with respect, regardless of differences.
- **Empathy:** Understanding others' feelings and perspectives.
- **Inclusion:** Making sure no one feels left out.

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Courage – Joshua 1:9

"Be strong and courageous... for the Lord your God will be with you wherever you go."

- **Honesty:** Admitting mistakes and taking responsibility.
- **Resilience:** Facing challenges with determination.
- **Integrity:** Upholding strong moral standards.

Cooperation – 1 Corinthians 12:12

"Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ."

- **Teamwork:** Valuing every contribution.
- **Conflict Resolution:** Seeking peaceful solutions.
- **Supporting One Another:** Helping classmates and celebrating others' successes.

Home–School Agreement

At Wittersham Church of England Primary School, we recognise that positive behaviour and successful learning are most effective when home and school work in genuine partnership. The Home–School Agreement is a shared commitment between pupils, parents/carers, and the school.

The School will:

- Provide a safe, nurturing, and Christian environment where compassion, courage, and cooperation are lived out daily.
- Deliver a broad, rich curriculum and high-quality teaching.
- Promote positive behaviour through the Wittersham Way.
- Communicate openly with parents/carers about progress, achievements, and concerns.
- Encourage pupils to take pride in themselves, their work, and their school.

Parents and Carers will:

- Support the Christian values of compassion, courage, and cooperation.
- Encourage their child to follow the Wittersham Way at school and at home.
- Work with the school to address concerns about behaviour or learning.
- Ensure their child attends school regularly, arrives on time, and wears the correct uniform.

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- Celebrate their child's achievements and support them with home learning.

Pupils will:

- Show compassion, courage, and cooperation in all areas of school life.
- Follow the Wittersham Way and respect others.
- Take responsibility for their own actions and learning.
- Work hard, listen carefully, and allow others to learn.
- Take care of the school environment and wider community.

Governors

- Set clear guidelines for behaviour and sanctions.
- Promote a safe and fair school environment.
- Monitor the effectiveness of this policy annually.

By signing the Home–School Agreement, all parties commit to working together to create a respectful, supportive, and inclusive school community where every child can flourish.

Rewards and Recognition

Positive behaviour is encouraged through:

- Explicit guidance and reminders.
- Praise from peers, staff, and the Headteacher.
- Written praise in books.
- Recognition in Celebration Assemblies.
- Stickers, house points, certificates, and special jobs.
- Class reward systems (e.g. marble jars, class targets).

Sanctions and Consequences

Classroom Behaviour

- Staff use professional judgement and the **Above and Beyond Ladder System** (Appendix 2).
- Some behaviour may require an immediate move to the "Time to Reflect" stage.
- Pupils may meet with SLT and parents may be informed.
- Consequences may include: loss of playtime, reflection time, behaviour reports, or, in serious cases, fixed-term/permanent exclusion.

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Lunchtime Behaviour

- First warning: 5 minutes of reflection on the benches.
- Continued issues: removal from the playground and referral to SLT.
- Staff record incidents and inform class teachers as appropriate.
- Parents are contacted if necessary.
- Serious incidents are referred to the Headteacher.

All incidents of negative behaviour are recorded on CPOMs in line with staff training and whole-school expectations.

Exclusions

- Exclusion is a final consequence, used only when behaviour is extreme or persistent.
- A Behaviour Plan will be implemented before exclusion, wherever possible.
- If exclusion is required, statutory DfE guidance is followed and the Local Authority Inclusion Officer is informed.
- Parents are notified and invited to a reintegration meeting before the child returns.
- Permanent exclusion is only used if all other strategies have failed, or if the incident is so serious that exclusion is immediately justified.

Use of Outside Agencies

Where appropriate, advice will be sought from external professionals (e.g. SENCo, Educational Psychologists, Behaviour Support). Staff must ensure detailed records of behaviour incidents are kept to support referrals.

Monitoring

The effectiveness of this policy will be monitored through:

- Regular staff and SLT meetings.
- Review of incident logs.
- Feedback in pupil progress meetings.
- Governor visits and reports.
- Overall school ethos and atmosphere.

Every child is unique, and flexibility is essential. Some pupils may have individual

behaviour plans. Where necessary, trained staff may use Positive Intervention (restraint) to ensure the safety of staff and pupils. This is always an act of care, never punishment, and follows our Positive Handling procedures.

Recording Behaviour Incidents on CPOMS

At Wittersham Church of England Primary School, all incidents of negative behaviour are recorded on **CPOMS** (Child Protection Online Management System). This ensures that behaviour records are consistent, secure, and accessible to the appropriate staff.

Recording

- Staff record incidents promptly and factually, in line with their training and whole-school expectations.
- Each record includes details of the incident, actions taken, and outcomes.
- Behaviour entries can be linked to individual pupils, groups, or specific locations within the school.

Flags and Categories

- CPOMS allows the use of specific behaviour flags (e.g. bullying, physical aggression, disruption, non-compliance).
- Flags are applied consistently to highlight patterns of concern.
- Staff can also categorise incidents under broader safeguarding concerns where appropriate (e.g. behaviour linked to emotional wellbeing or SEND needs).

Monitoring and Oversight

- Class teachers and the SENCo regularly review behaviour records for their pupils to identify emerging patterns.
- Senior Leaders monitor CPOMS entries weekly to ensure timely interventions and to evaluate the effectiveness of strategies.
- Governors receive anonymised reports and data summaries to support strategic oversight.
- Behaviour trends are analysed termly to inform staff training, interventions, and updates to the Behaviour Policy.

Communication

- Where appropriate, CPOMS entries trigger follow-up actions, such as:

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- Parent contact.
 - Referral to the SENCo or Designated Safeguarding Lead (DSL).
 - Implementation of an Individual Behaviour Plan.
-
- Significant or repeated incidents are escalated in line with the Behaviour Policy and safeguarding procedures.

Review

This policy is reviewed annually by the Governing Body and updated in line with new guidance or legislation. Staff feedback ensures it remains fit for purpose.

Appendix 1

Positive Handling

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

1. Acceptable Physical Contact

Physical contact may be required in order 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

The school takes proactive measures to minimise the likelihood of incidents requiring physical intervention, including:

- 2.1 All staff and pupils being familiar with the Behaviour Policy.
- 2.2 Creating calm, purposeful learning environments.
- 2.3 Ensuring appropriately supervised and constructive playtimes.
- 2.4 Supporting the development of pupils' social and emotional skills.
- 2.5 Staff awareness of pupils on the SEND register and their specific needs.
- 2.6 Risk assessing individual pupils and prioritising de-escalation strategies.

3. Positive Intervention Training – ABC Advice

Following training, the following guidance has been shared with staff:

ACT

- Stop and think.
- Adopt a calm, non-threatening stance and posture.
- Use a slow, controlled voice.
- Give clear verbal directions.
- Pause to allow time for delayed compliance and for additional support to arrive.

BALANCE

- Weigh the likely outcomes if force is used against the likely outcomes if it is not used.
- Consider short-term risks against longer-term risks.
- Balance the best interests of the child against the best interests of others and the rights and responsibilities of staff.

CHOOSE

- Select the person most likely to succeed in managing the situation.
- Choose the best available place and time.
- Use the minimum force necessary to achieve the desired result.

4. Examples of Circumstances for Reasonable Use of Force

Proportionate use of force may be reasonable in order to:

- Protect people or property.
- Move children to a safer place.
- Prevent serious disruption to school activities.
- Require a child to comply with a reasonable instruction.

5. Reporting Incidents

- Wherever possible, parents will be notified before the pupil returns home and invited to discuss the incident.
- The Headteacher may inform external agencies (e.g. Children's Services) if appropriate.
- The Headteacher will keep a record of all incidents on CPOMs.
- The number of recorded incidents will be included in the Headteacher's report to governors.

6. Post-Incident Support

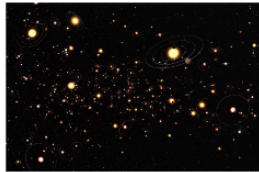
- Staff and pupils involved will have their immediate physical needs met.
- Emotional support will be provided to help rebuild relationships.
- An evaluation will be carried out to reflect on lessons learned and improve future practice.

7. Complaints and Allegations

- Any complaints will be handled through the school's standard Complaints Procedure.
- 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



Above and
beyond



Extra Mile



Ready to
learn



Needs
improving



Time to
reflect

Behaviour Ladder System

- All children start the day on the **Sunshine**.
- If a child demonstrates good behaviour, they move up to the **Rainbow**.
- Children who consistently display excellent behaviour move onto the **Above and Beyond** section.
- Each class has agreed on their own rewards for reaching *Above and Beyond*, which may include golden box prizes, house points, or additional reward time.
- If a child demonstrates unacceptable behaviour, they will move down the system.
- When a child reaches **Time to Reflect**, they are supported to consider the changes they need to make to improve their behaviour. Reflection may take place through:
 - A restorative conversation with an adult.
 - Identifying examples of positive behaviours to model.
 - Missing part of their break or lunchtime to allow time for reflection.

Sanctions

- **Key Stage 1**
 - If a child persistently finishes the day on the **Raincloud**, the class teacher will decide an appropriate sanction.
 - Where necessary, the child may be referred to the Headteacher for further reflection.
 - Usually, a brief conversation with parents at the end of the day helps to bring about improvement.

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- **Key Stage 2**

- If a child persistently finishes the day on the **Raincloud**, the class teacher will have a positively reinforced conversation with the child to clarify expectations and set targets for improvement.
- Where necessary, the child may be referred to the Headteacher for further reflection.
- Parents may also be informed.

Appendix 3

Typical Behaviours

Low-Level Behaviour

Examples:

- Calling out inappropriately in class.
- Distracting others.
- Not listening to explanations or instructions.
- Making distracting noises (e.g. rattling pencils, trays).
- Not following hygiene rules after a reminder.

Response:

- Verbal warning.
- Move one step down on the Rainbow system.

Moderate Behaviour

Examples:

- Showing disrespect to an adult.
- Answering back.
- Name-calling.
- Throwing things.
- Deliberately damaging property.
- Ignoring an adult.
- Deliberately not following rules.

Response:

- Verbal warning.
- Move one step on the Rainbow system.
- Move to a more isolated space in the classroom.

Serious Behaviour**Examples:**

- Hurting others.
- Leaving the classroom or school premises without permission.

Response:

- Immediate move to the Raincloud.
- SLT informed.
- SLT meets with the child.
- Parents contacted.
- Possible removal from school events.

Severe Behaviour**Examples:**

- Extreme aggression.
- Swearing at an adult.
- Bullying (verbal, physical, or racist comments).

Response:

- Immediate move to the Raincloud.
- Headteacher informed.
- Removal from class for a specified period.
- Meeting with parents arranged.
- Loss of participation in school events.

Persistent or Very Serious Behaviour**Examples:**

- Violence towards an adult or child, including deliberate coughing at or spitting on someone.
- Persistent swearing.
- Sustained bullying.
- Frequent high levels of disruption, non-compliance, or disrespect.

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Response:

- Behaviour Report implemented.
- Fixed-term exclusion may be applied.

Exceptional Circumstances

Examples:

- Repeated serious breaches of the Behaviour Policy.
- If remaining in school would seriously harm the education or welfare of the pupil or others.

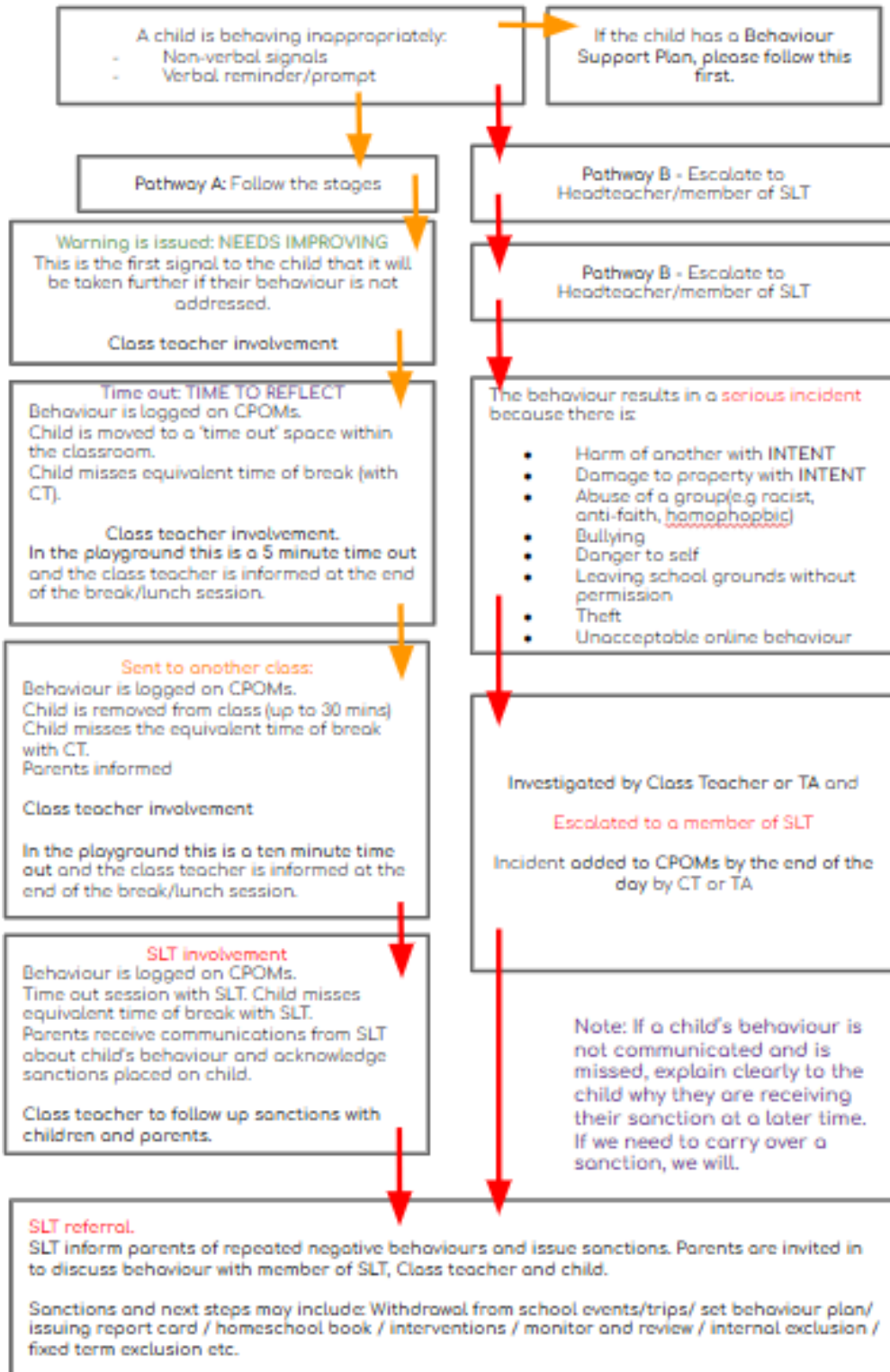
Response:

- Permanent exclusion (in line with statutory guidance).

The school recognises that a 'one size fits all' approach to sanctions is not always appropriate. Some pupils may require differentiated behaviour management strategies to meet their individual needs. In such cases, an Individual Behaviour Report Record and a personalised Behaviour Plan will be implemented to ensure that expectations, support, and interventions are tailored appropriately. These plans will be reviewed regularly with the pupil, parents/carers, class teacher, and the SENCo to ensure strategies remain effective and responsive to the child's needs.

Appendix 4 - Behaviour Flow Chart

Behaviour Flow chart



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Appendix 5: Wittersham Way

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



*On a voyage of discovery; learning and
growing together in the light of God.*

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Appendix 6 - Home School Agreement

Wittersham Church of England School

Home-School Agreement

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.

Home-School Agreement

Wittersham Church of England Primary School

At Wittersham Church of England Primary School, we believe that a strong partnership between home and school is vital for each child's success. Our school values of Courage, Compassion and Cooperation underpin all that we do.

This agreement outlines how we will work together to support each child's learning, development and wellbeing.

The School Will:

- Provide a safe, caring, and stimulating environment where every child is valued
- Encourage children to live out our Christian values of Courage, Compassion and Cooperation
- Deliver a broad and balanced curriculum that supports children's academic, spiritual, emotional, and social growth
- Promote respectful behaviour and positive relationships, following our behaviour policy and the Wittersham Way
- Keep parents informed about their child's progress, behaviour and wellbeing
- Provide clear guidance on online safety and ensure responsible use of school technology
- Model and promote safe and respectful use of the internet and digital tools
- Ensure school equipment is used appropriately and maintained safely
- Respond to concerns raised by parents promptly and respectfully

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Signed:



(Headteacher)

As a Parent/Carer, I Will:

- Support the school's vision, values and policies
- Encourage my child to follow the school's behaviour expectations and live out the Three Cs: Courage, Compassion and Cooperation
- Ensure my child attends school regularly, on time, and ready to learn
- Inform the school of any concerns or changes that may affect my child's well-being
- Support my child's learning at home, including reading and homework
- Encourage safe and responsible use of the internet and support the school's approach to online safety
- Support the correct use and care of school equipment and resources
- Engage with the school's communication channels and attend meetings or events where possible
- Treat all members of the school community with respect

Signed: _____ (Parent/Carer)

As a Pupil, I Will:

- Show Courage by trying my best and persevering, even when things are difficult
- Show Compassion by being kind, respectful and helpful to others
- Show Cooperation by listening well, working with others and following instructions
- Be polite and behave well at all times, following the Wittersham Way
- Take care of the school equipment and use it responsibly
- Use technology safely and responsibly, following e-safety rules
- Tell an adult if I'm worried or if something is wrong, online or in school

Signed: _____ (Pupil)

Date: _____

Together, we will support your child to grow, flourish, and develop a love of learning in a nurturing and inspiring environment.

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