

West Felton CofE Primary School



Behaviour Policy

The way pupils behave in school is strongly correlated with their eventual outcomes, and we want the best outcomes possible for all of our pupils.

A strong partnership between school staff, parents and guardians is fundamental to our success and we aim to develop open, honest and supportive lines of communication with a common goal of developing good people, who are prepared for life in all its fullness and will contribute successfully to society.

a) Aims

- To provide a fair, consistent and safe environment where effective teaching and learning can take place.
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences, now and in the future.

Our Pupils need:

- To access a safe, stimulating environment.
- To feel valued.
- To be offered an appropriate, well balanced curriculum with realistic expectations.
- To have good role models provided by all adults in school.
- To develop an understanding of right and wrong and consequences of poor choices.
- To have a clear understanding of the expectations and the reasons behind them.
- Regular attendance (unless extenuating circumstances prevent this e.g. long-term illness).

Our Parents need:

- To know that their children are safe and are treated in a fair and consistent manner.
- To be welcomed into school as partners in their children's education.
- To be well informed and involved with their child's life in school.
- To know they will be expected to take responsibility for the behaviour of their child both inside and outside of school.
- Teachers to contact them about any significant behaviour and discipline issue.
- To know that bullying incidents, including cyber bullying, will be dealt with quickly and effectively, in line with this policy.

Staff need:

- To be supported by a clear and consistent implementation of the behaviour policy.
- To hold effective lines of communication with parents which are mutually open and honest.

b) Leadership & Management

- The behaviour at West Felton CofE Primary School is the responsibility of all: staff, parents, governors and pupils.
- The headteacher spearheads the behaviour management and ensures that the policy is adhered to, with the support of the governing body.
- The headteacher is our head Designated Safeguarding Lead (DSL), supported by 12 other DSLs throughout the school, including EYFS and wraparound care.
- Our class teachers are the first point of contact for parents, followed by our headteacher (or assistant in their absence) then the chair of governors. We have a robust complaint policy which can be found on our website.

c) School Systems and Social Norms

Our values form the basis of our systems and norms. We expect all of our children, parents and staff to **aspire** for the best outcomes for all. We expect all of our children, parents and staff to work collectively in the best interests of our **community**. We expect all of our children, parents and staff treat each other with **dignity**. We expect all of our children, parents and staff to put **kindness** at the heart of their behaviour.

Examples of desired behaviours at West Felton CofE Primary School include:

- Following adult directions, the first time.
- Being polite and respectful to others.
- Moving around the school in calm and sensible manner.
- Respecting the environment and property of school and others.
- Pupils consistently producing their best work whilst supporting others to do the same.
- Being aware and considerate of other people's feelings.

Examples of behaviour which is not tolerated at West Felton CofE Primary School include:

- Name calling, swearing and/or threatening behaviour
- Violence of any kind (hitting, kicking, pushing, biting, spitting)
- Repeated non-compliance of school rules
- Destruction of property and/or equipment
- Taking others property
- Telling lies, blaming others
- Persistent disruption of lessons
- Racial intolerance or abuse of any kind
- Homophobic intolerance or abuse of any kind

d) Staff induction, development and support

Following a rigorous recruitment process, all members of staff complete an induction process. They are familiar with our policies and procedures and shadow existing team members to ensure a clear and consistent approach. There are regular training opportunities for staff on behaviour, both internally and externally. The headteacher communicates effectively via a weekly staff newsletter, ensuring that any changes in behaviour management are known to all. CPOMS (Child Protection Online Monitoring System) is used effectively by all staff, DSLs and non-DSLs, to communicate incidents.

e) Our approach

Most children respond best to a positive behaviour approach. Desired behaviours are recognised through a variety of strategies including:

- Positive praise
- Class points (in the form of stars, marbles, dojos as determined by class teachers).
- Visiting another member of staff to celebrate positive behaviour.
- Discussion with parents, either face to face or via Seesaw.
- Certificate, stickers and prizes.
- Nominations for the Golden Book.
- Class of the week.

When pupils choose not to adhere to expectations or make poor choices about their behaviour and conduct, sanctions will be applied. Sanctions will be relative to the misdemeanour and will be clearly explained to the pupil so they understand there is a consequence to their actions. Incidents will be investigated fairly before sanctions are applied. Sanctions might include:

- A verbal reminder of the expectations
- Visiting another member of staff, including the SLT to discuss the undesired behaviour.
- Discussion with parents, either face to face or via Seesaw.
- Loss of Golden Time to complete incomplete tasks or reflect on chosen behaviours.
- A request to reflect and apologise.

Following undesired behaviours and subsequent sanctions, pupils will be carefully reintegrated through supportive discussion using our values to support, including forgiveness.

f) Pupil support

Our pupils experience our expectations day in day out but are also taught them explicitly through our consistent PSHE programme.

Some children require additional support to manage their behaviour and we have procedures in place for this. In collaboration with parents, class teachers, the SLT and the SENCO, our Emotion and Wellbeing Advisor (previously ELSA) will plan and lead bespoke interventions including 1:2:1, group sessions and parent workshops as necessary.

We also have access to the Mental Health Support Team, to whom we can make referrals.

g) Peer on peer abuse

We have a separate peer on peer abuse policy, which can be found on our website or requested from the school office.

Other relevant policies and statements include:

- The management of physical dysregulation
- Peer on peer abuse policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Westcliffe Federation Behaviour Principles statement

Approved by: Governing Body

March 2024

Review Date

March 2026