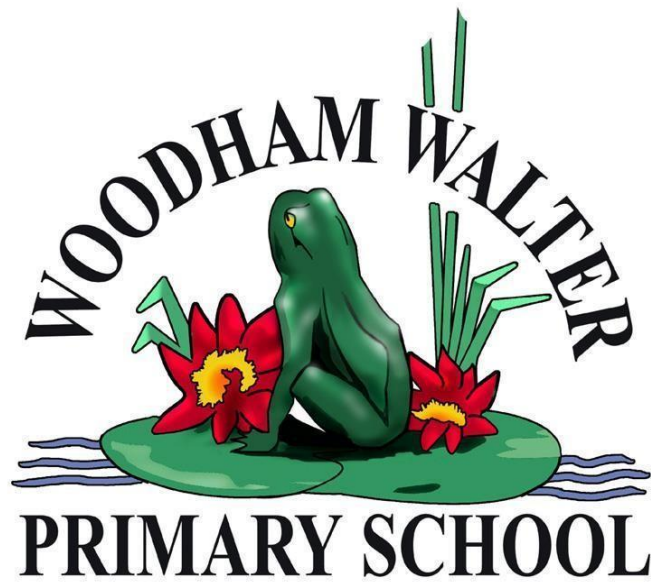


**WOODHAM WALTER C OF E (VC) PRIMARY SCHOOL**



*"To know, value and nurture God's world and one another"*

# Behaviour Policy

**Approved by Governors: Spring 2022  
To Be Reviewed: Spring 2024**

‘Our welcoming Christian community nurtures lifelong learners by:  
knowing one another and being known; valuing those around us and being  
valued; providing aspiration, inspiration and celebrating achievement.

Through memorable learning opportunities and experiences, it enables a  
positive, sustainable, and inclusive future for all.’

**At Woodham Walter the expected standards of behaviour and therefore this  
behaviour policy is founded on:**

1. The right to be happy
2. The right to respect
3. The right to learn
4. The right to be safe

**Everyone at Woodham Walter has a responsibility to uphold these rights.**

**This policy aims to:**

Encourage a calm, purposeful and happy atmosphere within the school.

Foster positive, caring attitudes towards everyone, where achievements at all levels  
are acknowledged and valued.

Encourage increasing independence and self-discipline so that each child learns to  
accept responsibility for his/her own behaviour.

Have a consistent approach to behaviour throughout the school which encourages  
parental cooperation and involvement.

Make boundaries of acceptable behaviour clear and to ensure safety for everyone.

Raise awareness about appropriate behaviour.

Help pupils, staff and parents have a sense of direction and a feeling of common  
purpose.

### **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

**Children's responsibilities are:**

To work to the best of their abilities and allow others to do the same.

To treat and respond to others with respect.

To co-operate with other children and listen to and respond to guidance from adults.

To create a safe and pleasant environment by taking care of property in and out of school.

To follow the Class Rules.

To learn to take responsibility for their own actions.

**All staff, regardless of role, have a responsibility:**

To develop positive relationships with the children in their care.

To treat all children fairly and with respect and to use appropriate voice levels

To raise children's self-esteem and develop their full potential

To create a safe and pleasant environment, physically and emotionally

To be a good role model

To use rules and sanctions clearly and consistently

To recognise that each child is an individual and to be aware of their needs.

**Through positive relationships with the parent community we hope that parents will support this policy by:**

Engage with our "open door policy" and work with their pupils' classteacher to form good relationships so that all children can see that the key adults in their lives share a common aim i.e. support and promote positive behaviour.

Engage with the home school agreement as a parent in EYFS and uphold those responsibilities throughout their pupils time at school.

Reinforce positive messages around behaviour in terms of celebrating achievement and support appropriate sanctions where necessary.

**What we do to encourage good behaviour**

We ensure that all children are aware of everybody's Rights.

We make clear our expectations of good behaviour, by agreeing and displaying Class Rules and adhering to age appropriate whole school system of rewards.

Good behaviour is acknowledged wherever possible by verbal, positive praise.

We have an "open door policy" and we work with parents/carers to form good relationships so that all children can see that the key adults in their lives share a common aim.

We treat everyone equally, regardless of race, gender, class, religion or disability.

Our PSHCE curriculum is designed to foster good behaviour through the building of positive relationships.

A home school agreement is sent home in the EYFS as part of the Induction Pack and is also available to parents on the school website.

### **Whole School Rewards**

Class Dojo Points – awarded for positive behaviour and good work and certificates given when milestone numbers of points are reached. (50, 100, 150, 200 etc)

Class Dojo points will be collected as House Teams to discover the winning house - points will be collected by the Y6 House Captains and a House Cup will be awarded to the winning house captains in celebration assembly. At the end of term the house team to have won the house cup the most will be the winning house that term and we awarded a house certificate to be displayed at the front of the school.

Each class will also work towards a Class Dojo target and once they have reached that target will be able to have a class reward. (This target can be negotiated with the class dependent on the frequency of Dojo points given by each teacher)

Headteacher Awards - Stickers for exceptional work where teacher sends pupil to Headteacher

Head teachers cup – presented in Celebration Assembly.

### **Managing Behaviour**

Class rules (agreed by the children at the start of each school year) are on display in each classroom The School Rights displayed in each classroom.

If children's behaviour is not in line with school/class rules, we refer to the hierarchy of behaviours.

### **Lunchtime arrangements**

MDAs actively encourage positive behaviour and may also give out class dojo points to reward kindness, manners etc.

Children exhibiting behaviour that gives cause for concern are dealt with in line with our hierarchy of acceptable behaviours. These incidents are recorded on a hierarchy of unacceptable behaviours sheet (see Appendix A) and added to CPOMS.

### **Equality Statement**

Woodham Walter C of E (VC) Primary School, is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender,

religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result

‘Tell me and I forget. Teach me and I remember. Involve me and I learn’

– Benjamin Franklin

## Hierarchy of Behaviours

Type of Behaviour	Examples	Action	Sanctions	Sanctions for lunch time
Minor Incidents	<p>Not accepting reasonable reminders</p> <p>Poor standard of work due to lack of effort</p> <p>One off name calling</p> <p>First offence of minor swearing, rudeness or rude gestures to children and staff</p> <p>Low level disruptive behaviour</p> <p>Inappropriate physical interaction e.g. pushing and shoving</p> <p>First offence of minor untruths</p>	Handled by class teacher or by MDA/ CT on duty	<p>Discussion with child/ren involved.</p> <p>Verbal reprimand</p> <p>Time in at playtime (one minute per year of age)</p>	<p>Time out – shadow an adult on the playground.</p> <p>Not allowed to use a specified piece of equipment for one play.</p>
Medium Incidents	<p>Refusal to cooperate</p> <p>Being deliberately rude to staff and children, swearing and rude gestures</p> <p>Persistent disruptive behaviour</p> <p>Being involved in negative/aggressive arguments with another child</p> <p>Teasing other children</p> <p>Persistent disrespect towards staff</p> <p>Deliberately kicking/hitting/punching another child</p>	May be handled by class teacher/MDA/TA if one off incident. Otherwise another teaching colleague should become involved. Parents informed if considered appropriate.	<p>Time out in another classroom</p> <p>No morning or afternoon play.</p> <p>Completion of age appropriate behaviour reflection sheet</p> <p>Withdrawal of privileges in school, e.g use of certain play equipment for a couple of sessions</p>	<p>Loss of next play.</p> <p>Completion of age appropriate behaviour reflection sheet</p>
Significant Incidents	<p>Openly defiant to staff</p> <p>Damage to property/graffiti</p> <p>Deliberate lies</p> <p>Repeated swearing and rude gestures to staff and children</p> <p>Stealing</p> <p>Bullying</p> <p>Deliberate spitting</p> <p>Persistent inappropriate physical and verbal interaction</p>	Dealt with by Head of School. Parents informed.	<p>Withdrawal of privileges to include attending events such as sporting events, PTA events and clubs</p> <p>Child to go on a report system to be discussed and shared with parents</p> <p>Time out in HT office completing age appropriate behaviour reflection sheet</p> <p>Fixed term exclusion</p>	<p>Lunch time exclusion – child to be collected by parents at lunch and returned for afternoon session</p> <p>Time out in HT office completing age appropriate behaviour reflection sheet</p>
Very Serious Incidents	<p>Very serious physical or verbal abuse of children or staff</p> <p>Significant physical or verbal abuse of others and property including racially motivated</p> <p>Systematic bullying</p> <p>Deliberately dangerous actions</p> <p>Physically losing control</p> <p>Misuse of ICT (See Internet Policy)</p>	Dealt with by Head of School or Executive Headteacher. School based meeting with parent.	<p>Withdrawal of privileges at home and at school, to include school trips and residentials</p> <p>Fixed term Exclusion leading to potential permanent exclusion</p>	

	Sexually inappropriate behaviour.			
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	These behaviours are not acceptable.	What will happen if I behave in this way.
Unacceptable behaviours.	<p>Not doing what an adult has asked me to do</p> <p>Being rude to adults and children in school</p> <p>Not trying hard with my work</p> <p>Calling somebody a name</p> <p>Swearing</p> <p>Stopping other people from learning</p> <p>Pushing and shoving</p> <p>Telling lies</p>	<p>My teacher will not be happy with me.</p> <p>They will talk to me about why.</p> <p>I might have to miss some of my playtime.</p> <p>I will miss one minute for every year of my age.</p> <p>At lunch time I will have to have time out with an adult</p> <p>I might not be able to use some of the special play equipment</p>
These are worse .... They are more serious	<p>Refusing to do what I have been asked to do</p> <p>Being very rude or disrespectful to adults and children</p> <p>Disrupting the lessons or playtimes</p> <p>Being aggressive to others</p> <p>Teasing other children</p> <p>Persistent swearing and swearing to adults and children</p> <p>Disrespecting staff</p> <p>Deliberately hurting a pupil by punching/kicking/hitting them</p>	<p>If it only happens once my teacher will speak to me. If it keeps happening, I might have to see another teacher that is not in my class. My teacher might have to talk to my parents too.</p> <p>I might be sent to another class, I would miss my whole playtime, and I might not have any privileges for a couple of days.</p> <p>I would have to complete a behaviour reflection sheet</p>



<p><b>Really serious behaviours.</b></p>	<p>Being very defiant and argumentative  Damage to property  Telling lots of deliberate lies  Continually swearing at adults and children  Stealing  Bullying  Persistently hurting somebody badly and on purpose Spitting</p>	<p>I would be sent straight to Mrs Dodd or Mr Brown. They would not be happy. My parents would be told what had happened and I would need to complete a behaviour reflection sheet.  I would spend time in Mrs Dodd and Mr Brown's office.  I might miss up to a week's playtimes or not be allowed to stay at lunch time at all and someone would need to pick me up at lunch time.  I might lose certain privileges including attending sports tournaments, PTA events or clubs  If it was really serious, I might not be allowed at school for a day or more.</p>
<p><b>Very, very serious!</b></p>	<p>Some behaviours are really, really serious  At Woodham Walter, these very rarely happen</p>	<p>I would be sent straight to Mrs Dodd or Mr Brown. They would not be happy.  My parents would come into school to have a meeting.  I would lose privileges at home and at school, this might include attending school trips or residential.  I might not be allowed at school for several days, or even attend Woodham Walter School at all.</p>

## Behaviour Reflections

## What happened

A large grid of 100 rows and 100 columns of small, colorful, pixelated squares. The squares are arranged in a regular pattern, with each square having a unique color or pattern. The colors range from bright primary colors to more muted, earthy tones. The overall effect is a dense, multi-colored mosaic that changes as the viewer's perspective shifts. The grid is composed of small, square pixels, each with a distinct color, creating a vibrant and complex visual texture. The colors appear to be randomly distributed across the grid, though there are some subtle patterns and clusters of similar colors. The overall impression is one of a vast, digital landscape or a highly detailed, abstract artwork.

Signed

Name .....

Date .....

What did I do that was unacceptable

How has my behaviour affected others?.....

How do I feel now?

### Plan for Improvement

[illegible]

Signed

