St. Wulfram's Church of England Primary School

LINCOLN ANGLICAN ACADEMY TRUST
DIOCESE OF LINCOLN

Whole School Positive Behaviour Policy

May 2025

Behaviour – Trust Statement of Principles

As a Trust we have strong beliefs about how pupils should be treated and although each school will have its own local Behaviour Policy, below, is our blueprint for what we expect in our schools and our approach to supporting an inclusive and kind experience for pupils.

As a Church of England Trust, we believe that every child is made in the unique image of God with their own unique talents and strengths. In our schools, we aim to find these in every pupil so that they can flourish and thrive as God intended, 'living life in all its fulness' (John 10:10).

As a Trust, we have a duty to keep all adults and pupils safe. Our schools promote clear and consistent expectations to pupils which promotes the safety and welfare of all and at times; this is a crucial part of our culture of safety and care for every adult and pupil.

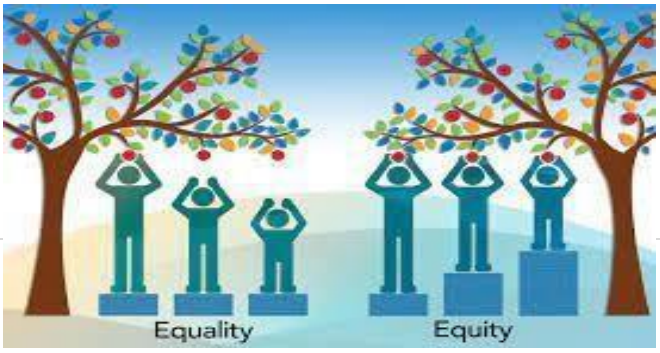
In our schools we care about every pupil and want them to feel safe so that their learning potential and feelings of selfworth are optimised. We do this by always striving to create school environments that are calm, kind, welcoming and where strong, positive relationships exist between adults and pupils and a culture of unconditional positive regard is in place.

The purpose of our schools is to provide a first-class education to all pupils because we believe that every child has the power to achieve. It is also to guide, protect, support and nurture pupils, helping them to make the right choices and when this does not happen, to help them put that right and to be forgiven by others as well as forgive themselves.

In our schools we want all pupils to be guided by the intrinsic motivation to do the right thing because it is the right thing to do, rather than by incentive or rewards and equally that consequences, rather than punishments are given. Consequences are proportionate, reasonable and aim to restore harmony so that pupils can learn well from their mistakes, and these may well look different for different children. However, we appreciate that this takes time and so schools will make those choices for the children in their care, over time, so that the ultimate position of rewards replaced by praise, responsibility, and acknowledgement of effort beyond the expected, is the destination.

We know, at times, that some pupils will make poor choices but, in our schools, we aim to make the very best endeavours to understand the reasons that sit behind this behaviour, demonstrating unconditional, positive regard for all pupils, no matter what. We will display empathy, patience and respect for pupils, even if, at the time, they are not able to show it to us because we believe in showing them good role models, role models that may help them to regulate their behaviours as they grow, in order to reduce conflict and to help them be happy individuals.

We believe in the value of Equity in all that we do. This means that we aim to give children what they need which means that sometimes, the provision for children may look different but we believe that this is the right approach to support all children to be the best that they can be. At a school level, this may mean that there are adaptations and flexibilities to the Behaviour Policy for some children, sometimes, and especially for those children who may struggle to regulate their behaviour or who have additional needs.



Introduction

This policy sets the framework for all Academies in the Trust. Each Academy is required publish its own local Academy behaviour policy in line with this framework.

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by staff, pupils and parents. All members of the school community have the right to feel secure and well respected. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner. All children deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

Purpose

The purpose of our behaviour policy is to ensure that every member of the school community feels valued and respected, that each person is treated fairly and well within a calm, safe and supportive environment. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to encourage the way in which all members of the school can live and work together in a supportive way.

In any effective behaviour policy, the primary aim must be to promote good relationships, so that children, staff and parents can work together with the common purpose of helping everyone to learn and thrive. Our approach is rooted in the idea of positive regard: a term used to express our deep commitment to supporting each pupil to the fullest extent.

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. Specific rules to support polite, considerate, orderly and 'on-task' behaviour will be explained to children and young people regularly to ensure all are clear re expectations. Good behaviour will be defined carefully by example and praise; as well as through assemblies, PSHE and other classroom discussions. Pupils will be helped to understand that the school values – trust, thankfulness, forgiveness, hope, compassion and friendship – represent personal qualities to which they should aspire. In essence, we encourage all students to 'show first in deeds all that is good and holy'.

The Executive Headteacher and the Head of School are responsible for leading, reinforcing and ensuring this policy meets the expectations of the school vision and values and it permeates through every aspect of school life.

Aims

We aim to treat all children and young people fairly and will apply this policy in a consistent way. This policy aims to help all to flourish in a safe and secure environment, becoming positive, responsible members of the school community and wider society.

Our aims are as follows:

- To create an environment that encourages and reinforces good behaviour in line with Christian values supported by our Bees – Be Ready, Be Respectful, Be Responsible, Be Kind, Be Thoughtful, Be Polite, Every Where, Every Time, Every One;
- To encourage positive behaviour choices and respect for others;
- To encourage and secure an acceptable standard of behaviour for all;
- To promote self-esteem, self-discipline, positive relationships and proper regard for authority;
- To ensure that the school's expectations and strategies are widely known and understood;
- To prevent all forms of bullying, as far as reasonably possible. This includes cyberbullying and the nine Protected Characteristics as outlined under the Equality Act: *Age, Disability, Gender reassignment, Race, Religion or belief, Marriage or civil partnership, Sex and Sexual orientation.*
- To encourage the involvement of both home and school in implementation of this policy. The adults encountered by the pupils at school have an important responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their example has an important influence on the pupils.

As adults we aim to:

- Act within the Christian centrality of forgiveness and the possibility of redemption;
- Create a positive climate with realistic expectations; emphasising the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

Approach

- To involve all of the school community in making and celebrating the rules;
- To ensure that everyone knows and practises the core values;
- To regularly use a variety of strategies, such as collective worship, role models, to promote high standards of behaviour;
- To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners;
- To ensure that all staff are conscious of the example they set the whole time;
- To focus on the child's behaviour and not the child him/herself;
- To seek guidance from outside agencies when extra support is needed;
- To take ownership of behaviour concerns.

Our Whole School Approach

Our whole school approach is based around our 'Bees':

Rewards: Noticing and Praising Good Behaviour

We praise and reward children and young people for good behaviour in a variety of ways:

- Dojo Points
- Spontaneous Rewards
- Praise postcards
- Emails and phone calls home to parents
- Weekly Rewards
- Termly Rewards
- End of year celebration

The school seeks to acknowledge all the efforts and achievements of pupils, both in and out of school.

Consequences: Dealing with Unacceptable Behaviour

Working to DFE guidance, the school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. It is important that pupils know what will happen if they choose to not follow the behaviour expectations at St Wulfram's National and that consequences are applied consistently and fairly.

To encourage pupils to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during Collective Worship. Unacceptable behaviour – whether in classrooms, around the school building or at breaktimes – will always be challenged, and never ignored.

In classrooms, teachers should expect pupils to pay attention and behave respectfully. Teachers will use their discretion when addressing minor infringements (Tier 1), such as a pupil chatting to their friend when they should be working. Such low level misbehaviour can often be addressed effectively with an informal reminder of expectations.

Repeated low level misbehaviour (Tier 2) or a single incident of more serious misbehaviour – such as refusing to follow an instruction, defiance or physical or verbal aggression (Tier 3) – will be responded to with an appropriate consequence including completion of work in an alternate location or at an alternate time. For Tier 3 incidents teachers will use the telephones to contact the senior member of staff on duty, who will promptly collect the pupil from the classroom.

As a school we employ a number of consequences which are to be used, to ensure a safe and positive learning environment for all our pupils. All pupils should know and understand the behaviour expectations within school. The use of consequences should be consistent and proportionate. It must be clear why the consequence is being applied with the behaviour being addressed rather than the person. When discussing behaviour incidents with children it is important that all adults talk to them with a quiet, calm and non-confrontational voice - support will be given on an individual basis to discuss what changes in behaviour are required. Group consequences should be avoided.

The emphasis for conversations should be about their choices, the truth, mistakes can be forgiven and new choices can be made. They may also include:

-What happened?
-How were you feeling?
-How can school support you?
-What were you thinking?
-Who else has been affected by this?
-What do you need now so that the harm can be repaired?

Incidents of concern are logged on CPOMs.

As stated above, there may be occasions where a child is removed from their classroom and required to spend a limited time in another location. The child will be removed to a safe learning space with a member of SLT overseeing the support. The child will be informed as to why they have been removed and parents will be informed the same day. Reintegration back to their classroom will be planned, supported and overseen by a member of staff.

Outside of lesson time, staff will be similarly clear and consistent: i.e., low level misbehaviour will be corrected through an informal reminder; repeated low level or serious misbehaviour will result in a formal warning/consequence and/or suspension, depending on the seriousness of the offence.

Pupils who continually fail to follow rules – or who commit a 'one off' serious offence – may be subject to a suspension, usually for between 1 and 5 days. Following all suspensions, pupils must attend a reintegration meeting, usually with a member of the Senior Leadership Team before being readmitted into the school. We expect a parent/carer to attend this meeting with their child.

The ultimate sanction is permanent exclusion. In accordance with DFE guidance, the Executive Headteacher may decide to permanently exclude a pupil if their behaviour is sufficiently serious to warrant that action. Depending on circumstances, the Executive Headteacher may consider an 'offsite direction' (for example, as part of a pre-exclusion placement) or a 'managed move' to another school as alternative to permanent exclusion. DFE guidance is clear that these options must be available to Executive Headteachers: 'The government recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools or headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities.' (Suspension and Permanent Exclusion DFE Guidance, September 2023)

Pupils with a Special Educational Need and/or Disability

Some children may require additional support to help them understand/interpret good behaviour choices to enable them to follow the classroom routines and expectations as outlined in the policy. This support will be given consistently and predictably, applied fairly and only when necessary. Where this is the case, it be adapted to meet the needs of pupils with additional needs. Preventative measures may include adaptions, for example planned behaviour breaks, adjustments to uniform, seating plans etc. There may be times when adjustments may be temporary, for example, where there has been a change in a child's personal circumstances e.g. bereavement, loss, neglect, mental well- being etc.

The school may also work in partnership with the necessary professional agencies e.g. Educational Psychology, Mental Health Support Team or within school from the SENDCo or Pastoral Lead. The school will follow the graduated approach to assess, plan, deliver and then review the impact of the support being provided. In accordance with the Children and Families Act 2014 we will use our, 'best endeavours' to meet the needs of pupils with an identified additional need. If a pupil has an Educational Health Care Plan (EHCP) the school will cooperate with the local authority and other relevant agencies.

Behaviour Outside of School Premises

Poor choices of behaviour off school premises e.g. school visits, school residential etc. will continue to follow the school behaviour policy and necessary consequences will be implemented.

Where poor choices of behaviour, including social media choices, happen off school premises but not within a school visit, the school will take steps to support the children involved as it can often affect behaviours in school. This can be when children are travelling to and from school, when wearing our school uniform or identifiable to the school. In addition, if there is any threat to another pupil, member of staff or if the behaviour is likely to adversely affect the reputation of the school. Parents will be notified of any such information and support the school is able to offer.

Prohibited Items

Outlined in our policy in accordance with the, 'School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.' are banned by the school and senior leaders have a statutory power to search pupils or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item as listed below:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Electronic cigarettes
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

Transition to a new school

All CPOMs information will be forwarded onto the forwarding school. Where necessary SLT will make a call to the receiving school's senior leadership team member to ensure a positive/successful transition.

Staff Induction, Development and Support

Within the induction process, all staff are given access to the Behaviour Policy, KCSIE – PART 1, Child Protection and Safeguarding Policy. This also includes the logging of behaviour incidents on CPOMs outlining the rules, routines and consequences to ensure consistency throughout the school from the day of induction. Regular updates are also given to support consistency in practice.

Continuing CPD

Where a need is identified, CPD will be implemented. This may be during Inset days under safeguarding as an agenda item, through 'lessons learned' following any school/local or national incidents where behaviour is a significant concern. The school provides debriefing for significant behaviour incidents and will seek external support where necessary.

Monitoring and Evaluation

Monitoring of behaviour forms part of our safeguarding supervision. The SLT will monitor CPOMs to provide an overview and assessment of the effectiveness of the behaviour policy and will ensure that rewards and sanctions are distributed fairly as outlined within the Protected Characteristics as well as pupils with additional needs and pupils who are in receipt of Pupil Premium Funding.

Monitoring of the children who have been removed from the classroom due to poor behaviour choices will be part of weekly discussions re pupils and next steps. There will also be monitoring of exclusions during these meetings.

This policy is to be read, understood and followed in alignment with the following policies /procedures:

- KCSIE
- Safeguarding and Child Protection Policy
- Induction Policy
- Code of Conduct
- Anti-bullying Policy
- Recording on CPOMs
- E-safety Policy
- Exclusions Policy
- Complaints procedures
- Educational visits
- SEN/D Policy

St Wulfram's National Behaviour Guidance