



**Westbury-on-Severn
CE Primary School**

Westbury-on-Severn CE Primary School Behaviour Policy

Approved by Governing Board	November 2024
To be Reviewed	November 2025

This Behaviour Policy has been written with reference to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

and trauma informed practice across the UK

for example <https://beta.bathnes.gov.uk/sites/default/files/2022-01/B%26NES%20Trauma%20Informed%20Behaviour%20Policy%20Guidance.pdf>

Introduction

This policy is designed to promote a positive ethos of respectful behaviour in which children can work and play happily together.

Our Core Christian Values of

- **RESPECT**
- **FRIENDSHIP**
- **KINDNESS**
- **HOPE**

underpin all our work in school at Westbury-on-Severn CE Primary and are key to the implementation of this behaviour and relationship policy, amongst both staff and pupils. We work as a team and support each other in our Westbury family. We are a **Kind School** and we notice and appreciate kindness throughout the school day.

There is a high expectation of behaviour in all aspects of the school day- from walking quietly around school to working hard in lessons- which places the needs of the child at its centre. Our school supports all children including those displaying social, emotional and mental health (SEMH) difficulties through our ELSA programme. We maintain the belief that pupils' behaviour should be understood and through understanding we will enable them to learn and play successfully.

Aims & Objectives

Our school aims to provide a caring, calm and safe environment in which tolerance, understanding and respect for others is fostered. We aim to develop warm and trusting relationships between staff, pupils, parents and the wider community.

This is achieved through governors, staff, pupils, parents/carers and working in partnership.

We aim to:

- Encourage a calm, purposeful and happy atmosphere in school conducive to good learning

- Support children in developing positive attitudes towards themselves and others which recognises and values achievement and effort
- Enable pupils to recognise, appreciate and adopt safe and kind behaviour
- Encourage increasing independence and self-regulation so each child learns to accept responsibility for their actions and learn from their mistakes
- Make boundaries of acceptable behaviour clear and help children understand the relationship between actions and consequences
- Enable all pupils to feel safe and cared for in our school
- Provide an interesting, well-planned curriculum that motivates children to learn and do their best
- Implement a trauma-informed approach to behaviour and relationships

This Behaviour and Relationships Policy seeks to inform, guide and support staff, parents/carers, and pupils to achieve these aims through actively promoting positive behaviour by reflecting on the key aspects of our school practice, which are :

1. A whole school **trauma informed** approach to behaviour management where “emotionally available” adults are the norm (see below)
2. A **restorative conversation** is used to support pupils to reflect on their behaviour and make amends, where possible. We follow scripts for different age ranges (see below).
3. **Sanctions** are used alongside Restorative Conversations to support pupils’ understanding of the school rules. There are clear rules on Sanctions given and staff are expected to apply them consistently.
4. **Explicit teaching of behaviour strategies** to help children self-regulate and develop empathy for others (zones of regulation, restorative conversations, flexible use of safe spaces in school/classroom/PSHE curriculum)
5. **Staff development** and support through ongoing professional development, teamwork and check ins for mental wellbeing
6. **Pupil support systems** (ELSA/Graduated Pathway/ bespoke behaviour plans/outside agencies)
7. **Positive, respectful relationships with parents and carers**, keeping them informed and involved in their child’s wellbeing, ideally in person and if necessary on a daily basis. Involving other agencies when necessary.

8. **Efficient systems** throughout school where everyone works as a team, looking after each other. Serious incidents are always logged on **My Concern**, ideally on the same day. These concerns are triaged by both the DSL and DDSL.

9. A **Communication Friendly Environment** with carefully considered areas in the classroom, lower lighting, soft furnishings, neutral colours and uncluttered displays, corridors and classrooms, See the work of Elizabeth Jarman .

<https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf>

10. Every child is **greeted** and/or acknowledged as they enter school and enter the classroom to ensure they feel "seen" and welcomed.

In order to meet our aims staff have been trained in '**PACE**' modes of interaction as our baseline approach and/ or when we notice that a child is in, or is moving towards, a fight/flight/freeze mode.

P -Playful

A -Accepting

C -Curious

E -Empathic

Empathy needs to be at the heart of how we deal with all children for a trauma informed approach to work and to build trust. ***Setting boundaries, implementing sanctions and being empathic are not mutually exclusive.***

For more about this approach, please read:

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

We define our approach as **Warm/Strict**.

At Westbury we make a whole school commitment to cease all use of harsh voices, shouting, put downs, criticism, and any form of shaming or humiliation (proven to be damaging psychologically and neurologically). Staff are encouraged to 'interactively repair' occasions when they themselves move into defensiveness. However, on occasion, to keep children safe, it might be necessary to use a louder tone to communicate immediate danger and a sense of urgency.

The Westbury Way

At Westbury the School Rules are:

To be **Ready to Learn**

To be **Respectful to Everyone**

To be **Safe at all times**

Staff develop and implement these rules in the classroom, corridors, playground, field and off site (school trips/sports events for example).

If any of these rules are broken, staff will have a restorative conversation to reflect on the incident either 1:1 with a child or, if needed, with a group of children. Everyone's voice will be heard and reparation will be sought, not in the form of a forced apology but with pupils acknowledging their errors and responsibility in a safe space, expressing remorse and seeking forgiveness. This only takes place when all pupils are ready to talk.

With **younger pupils** we ask these questions:

What happened?

How do you feel?

How do you think the others feel?

How can we put things right?

With **older pupils** we ask these questions:

What happened?

What were you thinking when that happened?

How do you feel now?

How might the others involved be feeling now?

What can we do to put things right?

All staff have these questions on their lanyards so that the approach is consistent across the school. Pupils can rely on all members of staff to deal with their difficulties the same way.

If reparation or responsibility does not arise from a restorative conversation, the matter will be referred to either The Headteacher/SENCO or Mental Health lead. Parents may be informed at this point if this is appropriate.

Sanctions

There are two types of sanction.

- 1) The first is delivered by the Class Teacher or Teaching Assistant and this sanction is for ANY BEHAVIOUR that stops/interrupts learning in the classroom.

Behaviour like that we would call "low level disruptive" such as:

- Calling out
- Making noises
- Talking when the teacher is teaching/unhelpful talk
- Tapping repeatedly and deliberately to cause disruption
- Swinging on chairs
- Not having due regard for the teacher's authority- argumentative, unco-operative, rude
- Not following instructions
- Wandering around for no clear reason or without permission
- Wasting learning time deliberately

This is a **TIME IN sanction**, delivered in class by either a Teacher or Teaching Assistant at the next playtime (lunch or break) and the sanction is to miss out on free time.

It is important that the child knows what the behaviour was that earned them the sanction and can articulate this, so they can LEARN.

In Willow and Sycamore this is calculated in single minutes, in Oak, it's straight to five minutes.

The key feature of this sanction is you can earn some of it back (value of Hope) if you turn it around and stop that behaviour but NOT ALL OF IT. So it could be reduced to one minute, rather than the five, six or ten that was lost.

- 2) This sanction is more serious and involves a loss of your entire break time (or fifteen minutes of your lunchtime) followed by a restorative conversation with the Headteacher or Mrs Roseblade when all parties are ready.

This is for **hurting another child or adult** either through deliberately unkind or threatening behaviour or actual hurting.

It is also implemented for **intentional damage of school resources**.

Both or either of these behaviours may meet the threshold for a fixed term suspension. (See Suspensions and Exclusion Policy)

Time cannot be earned back and parents will be informed, either in person or telephoned/emailed.

If children are persistently unable to take responsibility for their harmful behaviours, parental involvement will be sought and a bespoke behaviour plan put in place,

under consultation with the Headteacher and SENCO. This might take the form of an individual behaviour plan or a My Plan. This will be reviewed for its efficacy regularly and we will work closely with the parents and SENCO. Some pupils may require a risk assessment put in place to ensure their behaviours are safe in school.

All behaviour concerns within school are logged on our online portal **My Concern**. All staff have their own individual log in. We recognise at Westbury that persistent poor behaviour can often be an indicator of trauma, neglect or other problems that the child is trying to communicate and our work on behaviour is closely linked to our Safeguarding and SEND practices. We aim to be professionally curious about the links between behaviour and safeguarding.

My Concern helps us monitor and track pupils and their behaviour and build a picture to find patterns and/or triggers for unsafe behaviour.

Restraint

Key members of staff will be trained in positive handling and restraint by an approved provider. Staff will physically restrain a pupil if their behaviour is placing themselves or others at risk. This will only happen as a last resort. Strategies that are used before using restraint could be asking the pupil to leave a room or area, asking other pupils to leave a room or area, suggesting to pupils that they move to a safe space, giving pupils a task to give them a break from the classroom. We have many designated safe spaces around school.

We always seek to de-escalate a situation (using PACE for example) and only restrain if there are no other options. Safety, in these situations, is paramount.

Proportionate, appropriate and time limited restraints are used to keep other children, adults or themselves from harm's way. We recognise that often, a child in fight/flight mode will attempt to hurt others or lash out and we seek to minimise this through the implementation of this policy. A log of training will be kept and maintained to ensure training is current. All physical interventions will be recorded on My Concern and information passed on to all parties as soon as possible after the event.

Rewards

As with sanctions, rewards must be used wisely and fairly and not convey low expectations. We recognise that verbal praise or the sharing of good work in class can be very powerful but we also recognise that, for some pupils, comparison with others can trigger shame.

House points

These are given for any behaviour that is **helpful** or **showing good effort**. We give out house points in groups of 5.

Kindness Awards

These come in the post from 52 lives of Kindness and are handed out at Celebration assembly for Kindness several times a year.

Valerie Values

Staff can nominate pupils as well as other pupils nominating each other and look after Valerie the Bear for the week. There is a Valerie Values pot on the Worship table for the school community to put nominations in.

The Westbury Way Award

This is for one pupil only who consistently demonstrates each aspect of The Westbury Way. You can win it more than once. This goes in the newsletter and the certificate is on display for a week in school. This award is given termly.

Class Certificates

These are for **Academic Excellence** - for demonstrating a level of excellence in any area of the curriculum. One child from each class is awarded this weekly.

End of year Value Certificates

These are for demonstrating school **Values** and they are given out in Church yearly and are logged yearly in the black Values book.

Staff Support

Weekly Staff briefings enables relevant information about children to be shared. Staff have opportunities to discuss difficulties within an open and non-judgemental framework. This may include informal and private conversations with colleagues, staff debriefing, formal mentoring, supervision, annual appraisal and staff meetings. Regular and on-going training is provided to ensure all staff are skilled professionals and feel able to manage challenging behaviour in a consistent and professional manner. At Westbury the emotional well-being and regulating of staff are treated as a priority to prevent burnt out, stress-related absence, or leaving the profession through stress-related illness, secondary trauma and/or feeling undervalued, blamed or shamed. For our policy to be a success, we recognise that mistakes will be made and we support staff in reflection and reparation.

Staff are encouraged to talk and proactively seek support if they need it.

Our Behaviour Policy acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs (SEN).

The policy also operates within agreed legal guidelines as follows:

✓ Education Act 1996 ✓ School Standards and Framework Act 1998 ✓ Education Act 2002 ✓ Education and Inspections Act 2006 ✓ School Information (England) Regulations 2008 ✓ Equality Act 2010 ✓ Education Act 2011