

Witherley C.E. Primary School



Behaviour Policy

August 2025
Next review due: August 2026

Witherley CE Primary School - Behaviour Policy

"Classroom management is not about having the right rules; it's about having the right relationships."

Aims and objectives

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose vision and values are built on mutual trust and respect for all. We aim to:

- To provide a safe, happy, inclusive Christian learning environment that nurtures the individuality of each child.
- To enable all children to fulfil their unique potential: emotionally, academically, physically, socially and spiritually.
- To provide our pupils with memorable learning experiences that inspire curiosity about the world around us and foster a lifelong love of learning.
- To grow together as a community, embracing difference and diversity.

The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. To become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

As a school we believe in adopting an equitable approach to education and therefore this also applies to our behaviour management. Equity in Education refers to the principle and practice of providing fair opportunities, resources, and support to all learners regardless of their background, identity, or circumstances, so that every student has the chance to reach their full potential. This does not mean treating every student the same, but rather recognising and responding to the specific needs and challenges that individuals or groups may face. Equity in Education acknowledges that factors such as poverty, race, ethnicity, gender, disability, and family circumstances can affect access to and success in education. It aims to eliminate barriers and systemic inequalities that lead to educational disadvantage.

Therefore, although the same three rules apply to all children, the resources, tools and management strategies employed will differ from individual to individual.



Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school. They will become increasingly abler to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. This is also the backdrop to our positive behaviour policy.

Emotional and learning behaviours are at the heart of our behaviour procedures and approaches. As a trauma informed school we aim to use our understanding of social and emotional development and learning within all our approaches to behaviour. Our expectations, the rules that underpin them and rewards and sanctions around behaviour are revisited and reviewed at regular intervals and agreed by all. This offers containment and safety.

Creating a Positive Culture

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. Everyone is a learner and everyone is deemed to have an 'elastic' capacity to learn. We make provision for developing the emotional learning of all of our students, but most particularly for its most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone. Responsibility for one's own learning is prized. Independent, resource based and collaborative learning are encouraged. It is understood and accepted that all learners have their own emotional needs sometimes- and these can be addressed as a part of promoting learning. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations;
- emphasise 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.
- create an environment which recognises and celebrates difference.

“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos”

L.R. Knost

School Rules

We have three main school rules which are designed to create an environment where everyone feels safe and cared for.

1. To treat everyone and everything with respect.
2. To care for the school environment.
3. To listen and follow instructions carefully.

It is expected that all pupils and staff know these and adhere to them at all times.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and

children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

Classroom Practice

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom expectations. In our school we use the "Class Dojo" system to recognise and reward good behaviour choices or examples of positive learning behaviours. It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school.

Classroom Expectations and Procedures

Expectations and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Expectations and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations. Adults act as co-regulators, develop pupil's insight and language of sensations

and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion;
- For the enjoyment of positive play;
- To be healthy – to have fresh air, exercise and the opportunity to relax;
- For the opportunity to explore and play with adults and peers in a less structured, positive environment.

Our positive approaches to behaviour involve us ‘noticing’ good choices, being explicit in descriptive praise and providing reward as reinforcement.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work. To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback/praise
- Non-verbal feedback e.g. thumbs up gesture, smile
- Dojo Points. Certificates are presented in achievement assembly for multiples of 25 dojos

Number	Reward
25	Certificate
50	Certificate + 10 minutes extra playtime on Friday
75	Certificate + Friday playtimes on the Towers
100	Certificate + afternoon tea with the headteacher

- Stickers
- Headteacher Award dojo
- Certificates
- Share good choices with other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

Initial Response

We believe that the importance of ‘relationship’ within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Verbal reminders
- Reflection time
- Classroom breakout spaces
- Change of environment with a supportive adult

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, SENDCo, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately e.g. prompt cards, reflection areas, behaviour plans

That being said, there are some situations that will provoke a more severe response:

If a child deliberately commits any of the following, they may be given an immediate Fixed Term or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying/peer on peer abuse
- Racist abuse
- Physical damage of property or the environment
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where they will attend school but learn away from their class or an External Exclusion, which requires the pupil to undertake their learning off site. In the case of an external exclusion, this will be registered with the local authority. Following exclusion, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate.

Parents are always informed by standard letter if a Fixed Term Exclusion has been given.

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

A behaviour review will take place at least annually to scrutinise the effectiveness of the school's approaches.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

The Gottman Institute