



# Hesketh-with-Becconsall All Saints Church of England Primary School



Proud to be Part of the Learning Together Trust family of schools

## Whole School Behaviour Policy

John 15:12 *“My command is this: Love each other as I have loved you.”*

**GOOD** Behaviour, **GOOD** Manners and **GOOD** work

### **Behaviour Policy Introduction**

We aim for a high standard of behaviour and respect, recognising and regarding children for both academic and non-academic achievements believing that a positive approach encourages everyone to give of their best.

We are aware that we share responsibility for the children in our care and make every effort to provide the same level of care which any responsible parent would be expected to give.

We expect that parents will have taught their children to respect other people's feelings and property. Parents play the most important role in teaching children how to behave in an acceptable manner and this begins at home. School continues to reinforce positive values in conjunction with home. We aim to ensure that good models of behaviour are rewarded and that inappropriate behaviour is dealt with firmly but fairly.

Our policy is framed in such a way as to encourage and reinforce courteous and civilised behaviour; every opportunity is taken to support self-discipline, whereby pupils are personally involved and accept responsibility for their own actions and behaviour.

Deuteronomy 30:19 *“Therefore choose”*

### **Responsibilities desired from all members of the school community**

#### **Staff and Governors**

- To lead by example
- To be consistent in dealing with children
- To promote the aims and values of the school among the children
- To have high expectations of the children
- To meet the educational, social and behavioural needs of the children
- To provide a stimulating and enriched curriculum which focuses on the whole child
- To communicate clearly and consistently with parents and children the schools' expectations

#### **Pupils**

- To do as instructed by all members of staff (teaching, non-teaching and visiting)
- To be aware of and act upon the Home School Agreement at all times
- To support and care for each other
- To respect each other's property and work
- To listen to and respect the opinions of their peers
- To take responsibility for their own action or inaction

#### **Parents**

- To be aware of the school's values and expectations as signed by them in the Home School Agreement on entry
- To support the values and expectations of the school
- To ensure children arrive and depart school on time
- To keep children at home when they are ill
- To provide the school with a written explanation of reason for any absence
- To provide the school with an emergency contact number
- To attend Parents' Evenings and support the school by communicating in addition to these if required

Within our behaviour policy framework everyone in our school will:

- Care for each other, respecting the feelings, bodies and properties of others
- Tell the truth
- Be responsible for all our actions
- Refrain from swearing
- Always try our best in everything we do
- Respect our classrooms and school property
- Make sure that school is a happy place for everyone
- Follow our class and school rules

## Rights & Responsibilities

We believe in teaching children that with rights come responsibilities:

### You have the right to...

- a safe environment
- voice your opinion
- use school books, materials and resources
- fair treatment
- a good education

### You have the responsibility to...

- follow safety rules
- listen to and respect the opinions of others
- look after school books, materials and resources
- treat others fairly
- to do your best and not disrupt others learning

## How we encourage good behaviour

Rewards	Positive strategies to support behaviour management	Low level behaviour management strategies	Consequences
<ul style="list-style-type: none"> <li>• Star of the week – linked to the value of the week</li> <li>• End of half-term treat for winning house (non-uniform)</li> <li>• Headteacher 'Mini Mentions'</li> <li>• Reading Rewards</li> <li>• SLT acknowledgement (Positive RWART)</li> <li>• Trust related awards</li> </ul>	<ul style="list-style-type: none"> <li>• Non-verbal approval</li> <li>• Verbal approval/acknowledgement</li> <li>• Smiley faces/stars/stamps</li> <li>• Send to colleagues for praise</li> <li>• Sharing of success with parents</li> <li>• House Points (Dojos) with Weekly House Point announcements</li> <li>• Table Points</li> <li>• 'Role Model Stickers' to be given out for those children on the Purple Zone at the end of the day</li> <li>• Non-verbal approval</li> <li>• Verbal approval/acknowledgement</li> <li>• Smiley faces/stars/stamps</li> <li>• Send to colleagues for praise</li> <li>• Sharing of success with parents</li> <li>• House Points (Dojos) with Weekly House Point announcements</li> <li>• Table Points</li> <li>• 'Role Model Stickers' to be given out for those children on the Purple Zone at the end of the day</li> </ul>	<ul style="list-style-type: none"> <li>• The Look!</li> <li>• Proximity</li> <li>• Refocusing/diversions</li> <li>• Simple directions</li> <li>• Rule reminders</li> <li>• Non-verbal signs</li> <li>• Giving a choice</li> <li>• 'Work doesn't go away' message</li> <li>• Self-directed 'Time out'</li> <li>• Directed 'Time Out'</li> </ul>	<ul style="list-style-type: none"> <li>• Moving Zones</li> <li>• Class reorganisation e.g. sitting arrangements</li> <li>• Time off playtime</li> <li>• 'Work doesn't go away' message</li> <li>• Self-directed 'Time out'</li> <li>• Directed 'Time Out'</li> <li>• Work to be completed</li> <li>• Intervention – RWART (Right Word at the Right Time) with parent/carer</li> <li>• Intervention – RWART (Right Word at the Right Time) with SLT</li> </ul>

## How we encourage respect for others:

- Circle Time- developing "language of feelings"
- Role Play – listening skills
- Sharing skills 'news'
- Conflict resolution skills (including restorative justice)
- Themed assemblies
- Celebration Worship
- Pupil Voice

## Whole School Rules

- Follow the teaching of Jesus in John 15:12 *"My command is this: Love each other as I have loved you."*
- Show RESPECT to yourself, others and property
- Be ready to learn
- Use an appropriate voice for the space where you are
- Follow instructions first time
- Move around the school sensibly

## **How we record, monitor and track Behaviour Incidents**

All Behaviour Incidents and subsequent actions by staff are recorded on CPOMS. This allows the Headteacher and Deputy to monitor the type and frequency of behaviours shown and measure the effectiveness of the school's policy for dealing with poor behaviour. It also enables further support for individuals, based on the holistic view gathered, to be actioned.

When recording behaviour incidents remember:

- A Antecedents** What was happening before/around the incident?
- B Behaviours** What behaviours were exhibited?
- C Consequences** What were the consequences of the behaviour?

## **Serious Behaviour Incidents**

All incidents of a racial, homophobic or bullying nature, fighting and swearing are to be referred IMMEDIATELY to the Deputy Headteacher & Headteacher then recorded electronically on CPOMS. This ensures incidents of this nature are swiftly and effectively dealt with; Parents will be informed about these instances in all cases.

## **Suspensions**

The Headteacher reserves the right to suspend children for disciplinary purposes who do not conform to our expectations of appropriate behaviour and will only do so following LCC Pupil Access Advice and in line with statutory guidance from the government; full details are below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/2017083](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017083)

[1 Exclusion Stat guidance Web version.pdf](#)

*This policy references and takes into account the following documents:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf) (January 2016)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/571640/Getting\\_the\\_simple\\_things\\_right\\_Charlie\\_Taylor\\_s\\_behaviour\\_checklists.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/571640/Getting_the_simple_things_right_Charlie_Taylor_s_behaviour_checklists.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

<https://schoolsportal.lancsngfl.ac.uk/frmDcDnLd.asp?id=491852> (LCC Behaviour Policy Guidance for Schools 09/19)

**Please also reference: 2026 04 HwBAS Restrictive Interventions & Reasonable Force Policy**

## ***Appendices to this Policy***

1. Behaviour Zones with examples of the associated behaviours (To be displayed in classrooms with age-appropriate wording and with children's names on pegs enabling it to be a working tool)
2. Restorative Approaches information

# Behaviour Zones

## My behaviour is Exceptional

**Examples:** Consistent very good behaviour, work or manners; completing tasks to the best of ability; a role model to others; demonstrating a real improvement due to perseverance/resilience (praising of the process); extra work to support learning completed at home; helping others who are struggling.

## My behaviour is Very Good

**Examples:** Consistent good behaviour, work or manners; thirst for learning/wanting challenge; can be trusted to do their best; helping others without prompting; peacemakers; role model to the class e.g. uniform, manners, living our school values; WAGOLL!

## My behaviour is Expected

GOOD Behaviour, GOOD Manners and GOOD Work

## My behaviour needs improving

**Examples:** Chatting; calling out; distracting others; lack of self-organization; lack of independence; not showing appropriate manners/respect; not completing work to an acceptable standard; running in the corridor or not moving around school safely; not listening to or responding to the Year 6 monitors; uniform not tidy; taking too long to settle; not following instructions; unacceptable noise level.

## My behaviour is Inappropriate

**Examples:** back chat; disrespecting adults/children; 'falling out' or 'fooling about' in class when they should be working; refusal to complete work; **persistent** calling out/talking/distracting others; taking other children's equipment or property; refusal to comply with instructions.

## My behaviour is Unacceptable

**Examples:** Swearing; fighting; leaving the room without permission; racism; bullying; aggression; vandalism – the deliberate misuse/breaking of equipment; stealing; throwing resources; spitting; lying.

*Please note: the number of behaviour zones may vary by age-range/setting and the examples are not exhaustive!*

### **RESTORATIVE APPROACHES**

*“Restorative approach or justice is a philosophy and ought to guide the way we act in all our dealings”*

*“Restorative justice and restorative approaches focus on harm and actively seek ways of repairing that harm”*

*“They help create dialogue and communication”*

*“They are fair, open, honest; treating all participants with respect”*

*“Within a safe environment they will allow all participants to engage, learn and gain a shared understanding”*

*“This should lead to accepting responsibility, reparation, reintegration, restoration, behavioural and cultural change”*

**During a restorative conference the focus will be on asking relational questions:**

#### **Restorative Questions 1: to the person who has caused the harm**

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- Who was affected?
- How were they affected?
- What do you think you need to do to make things right?

#### **Restorative Questions 2: to the person who has been harmed**

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- What has been the hardest thing for you?
- What do you think needs to be done to make things better / right / to help you move on?

#### **What to do when dealing with a behaviour incident...**

- The first person dealing with an incident will become the ‘caseworker’ responsible for ensuring that all stages in the procedure are followed.
- You will become the ‘caseworker’ when you provide the initial intervention
  - If you are impartial or have not seen the incident, you will facilitate the restorative chat. If you have seen the incident, or are not impartial, delegate the restorative approach to another member of staff.
  - You will make sure that you communicate the issue to relevant staff members especially the class teacher, if deemed serious enough then relevant details should be reported to a member of the SLT and advice sought on whether parents should be informed.

**Sanctions and Consequences** are still a key part of the Restorative Approach as children need to understand the ‘Cause and Effect’ nature of their behaviour. The sanction should relate (if at all possible) to the misdemeanor committed.