

A Policy for Behaviour and Attitudes at Wharton CE Primary School



WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

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Behaviour and Attitudes Policy

Our school is an inclusive Christian community, committed to building futures for all children. A safe environment, where everyone is valued, we nurture strong relationships, underpinned by our Christian values and we champion children to be the best they can be. Empowering all to aim high and achieve their potential.

This policy seeks to create a culture where our minimum expectation is exceptionally good behaviour. We want to create an environment where everyone feels safe and exemplary behaviour is at the heart of productive learning allowing positive relationships to flourish. Everyone is expected to maintain the highest standards of personal conduct, and to accept responsibility for their behaviour and encourage others to do the same.

Our 'behaviour Curriculum' is taught through a combination of the guidance set out in this policy, underpinned by the curriculum content in our Hearsmart teaching, 1 Decision programme of study and Christian distinctiveness exemplified by the teaching and life of Jesus in the Roots and Fruits worship programme.

Our policy aim is to guide children to make the right choices, to take responsibility for poor conduct with a core purpose of respect for all underpinned by our Christian Values and the example of the life of Jesus. Proverbs 22 V6, *Train up a child in the way they should go. The key principle being that through TRAIN - Theology, Relationships, Attitude and Aspirations, Inspire and Next steps, children are ready for the next stage in their learning journey.*

Our values and expectations for adults and children are based on our Wharton CE Code of Conduct, and that these values are displayed every day.

Our Aims

To create a school where:

- Good behaviour and positive relationships for all, are at the heart of learning
- All members of the Wharton CE school family are treated fairly, and receive and show respect
- All children are helped to reflect upon their poor behaviour choices, and supported in understanding the consequences
- A whole community which values kindness, and promotes the 5 Heart smart principles, underpinned by our Christian Values

5 Heart Smart Principles	Christian Values
Don't forget to let love in	Forgiveness
Too much selfie isn't healthy	Friendship
Don't hold on to what is wrong	Courage
Fake is a mistake	Respect
No way through isn't true	Thankfulness
	Generosity
	Compassion
	Trust
	Truthfulness
	Service
	Justice
	Perseverance

We will reward positive behaviour and achievement in the following ways:

- Certificates for behaviour, a positive attitude and demonstrating our Christian Values
- Verbal praise
- Gold stars
- House points
- Stickers

Train up a child in the way they should go and when they are old they will not depart from it. Proverbs 22 v 6.

- iPad time
- Bring in toys and games, colouring, Lego, reading,
- Wow wall
- Golden time, extra play
- Treat day at the end of each half term/term
- Head teacher awards
- Notes home Positive/phone calls/text messages via school spider to parents/carers

Agreed Contract of Expectations

Ready to Learn	Thinking of other as well as my self
✓ I will wear the correct uniform ✓ I will come to school ready for PE in the correct PE kit ✓ I will hand my phone into the class teacher ✓ I will behave in a way that lets my teachers teach and other children learn ✓ I will try my best and take pride in my work ✓ I will attend school everyday ✓ I will be on time ✓ I will aspire to be the best that I can be and remember TRAIN	✓ I will follow the Heartsmart principles ✓ I will not allow bullying to happen ✓ I will show excellent manners ✓ I will be a good role model as an ambassador for my school ✓ I will listen carefully and follow instructions first time ✓ I will keep our school tidy ✓ I will look after my classroom and the school grounds ✓ I will walk round school ✓ I will speak kindly

The purpose:

To provide simple, practical procedures for all, to ensure a consistent positive approach to behaviour management, relationships and learning.

- Fulfil the governors' duty of care to children and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate in school that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to promote positive behaviour management, that focuses more on relationships and less on sanctions.
- To support children to develop the skills to take responsibility for poor conduct and to manage and modify their behavior
- Ensure that the reputation of Wharton CE Primary School is positive in the local and wider community.

Adults will lead by example, in order to support children in developing skills to take responsibility for their own positive behaviour management.

We have agreed that **we expect to see from all of our staff, governors, and visitors** the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catching pupils being positive,

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recognise and praise good conduct publicly, be confident with a smile, aim for "win/win" situations, de-escalation...

Adult behaviours **we won't tolerate** are: Aggression, shouting, negativity, "losing it", humiliation...

Expectations of Adults

We expect all Staff including senior leaders to:

- Meet and Greet with a smile
- Use personal, sincere praise all day
- Use the thinking cloud, gold star choice, certificates, house points and rewards consistently
- We expect all staff to catch pupils being positive in lessons
- Stand by each other to support restorative conversations
- Be visible at lesson change overs, lunchtimes/playtimes
- Praise in public, reprimand in private
- Recognise positive behaviour regularly
- Refer to and model the Heart Smart principles
- Use 'planned ignoring' as a tactic where possible, and safe to do so.

All members of the Wharton CE family, will strive to fulfil the seven strands of the Wharton Code of Conduct, alongside our Christian promise, **Train up a Child in the Way they should go, and when they are old, they will not depart from it. Proverbs 22 v 6.**

All staff will ensure that they meet the needs of children with identified SEND requirements including ensuring that poor behaviour is not a result of a child's needs NOT being met.

Wharton Code of Conduct	Christian Promise TRAIN
Welcoming Heart smart Aspirational Respectful Teamwork Ownership Never give up	Theology Relationships Attitudes and Aspirations Inspire Next steps

De-Escalation

A key strategy adopted by staff in order to establish readiness for learning and maintain a positive climate is:

- Using a space within the classroom/corridor to allow a pupil to have "reflective time" in order to bring themselves back to a place where they are ready to learn.

Children will NOT be removed from the classroom unless required to address a 'serious disciplinary reason'. Parents will be informed on the day and where necessary a child will be educated elsewhere in school for a prescribed period of time for that day.

When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support that pupil to get back on track without giving attention to the negative behaviour. Staff will refer to the 'One classroom rule poster' displayed (see appendix 1).

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If a range of strategies have been implemented and have not had the required effect staff should get alongside the pupil and deliver a "script". Staff will create a script that they feel comfortable with and is appropriate for the age of the children and the situation. An example of this could be:

- 1) *I've noticed that (you are not ready to learn), reference previous good behaviour*
- 2) *I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*
- 3) *I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to "improvise".

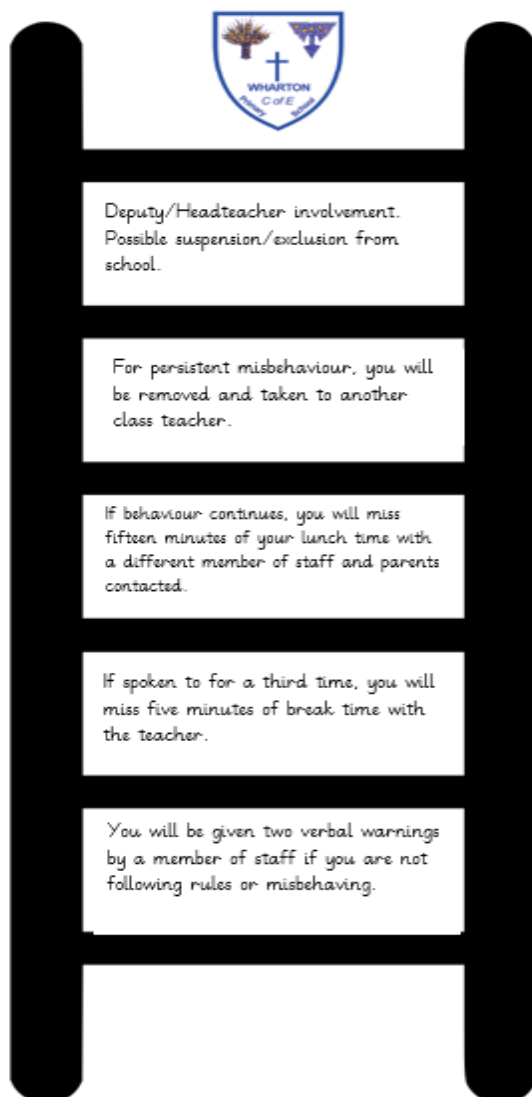
Staff will then walk away and give pupils time to reflect and act positively.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure that it will be dealt with.

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences.

Wharton CE Primary School Ladder of Consequences



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A **Serious Breach** is an incident that may lead to a fixed term suspension or permanent exclusion.

Restorative Conversations

Where issues between staff and students were not resolved, a restorative conversation needs to take place between the two parties.

Another colleague could support this. It should take place at the earliest opportunity,

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for the conversation is:

- 1) Ask the student what happened and why they made the choice to behave like that.
- 2) Ask the student who they think was affected by their behaviour.
- 3) Ask them what they could have done differently, what would they do to avoid the same situation happening again.
- 4) Ask the student what you could have done differently.
- 5) Agree strategies, goals, targets with the student for the future.
- 6) Ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.

Addendum: Statutory Updates (June 2026)

1. The Prohibited Use of Seclusion

In accordance with the DfE statutory guidance *Restrictive interventions, including use of reasonable force, in schools* and the accompanying *Recording and Reporting of Seclusion and Restraint Regulations*, Wharton CE Primary School maintains a strict policy regarding the use of seclusion.

- **Definition of Seclusion:** Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving, either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.
- **Absolute Prohibition as a Sanction:** In line with our Christian values of *Compassion* and *Respect* and recognising that primary pupils experiencing severe behavioural dysregulation are acting without intent, **seclusion will never be used as a disciplinary penalty, sanction, or standard internal exclusion measure.**
- **Emergency Exception:** Seclusion may only ever be utilised as an emergency, non-disciplinary safety measure of last resort to protect others from imminent physical harm.
- **Statutory Duty to Record and Report:** Under current legislation, any instance of emergency seclusion triggers a mandatory legal duty. The incident must be formally recorded on the school's safeguarding system and reported to the child's parents or carers on the same day the incident occurred.

2. Statutory Framework for Suspensions and Permanent Exclusions

While Wharton CE Primary School focuses heavily on relationships, restorative conversations, and de-escalation, headteachers retain the legal power to issue formal exclusions on disciplinary grounds when a "Serious Breach" occurs. In line with the DfE *Suspension and Permanent Exclusion* statutory framework:

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- **Last Resort:** Suspension and permanent exclusion are used only as a last resort when all other behaviour management strategies and internal interventions have been exhausted.
- **Internal Suspensions vs. Seclusion:** Where behaviour is escalating but does not meet the threshold for an external suspension, the school may utilize a structured, supervised, and time-limited "Internal Suspension". This is an entirely separate practice from seclusion; the pupil remains supervised in a reflective space, continues their schoolwork, and is provided with targeted support to reintegrate safely into their classroom.
- **Prohibition of Informal Exclusions:** It is unlawful to send a pupil home to "cool off" or informally exclude them without following the statutory notification and recording processes.
- **Duty of Care and Protected Characteristics:** In accordance with the *Equality Act 2010*, before any decision to suspend or exclude is made, the SLT will ensure that all reasonable adjustments have been met for pupils with identified SEND requirements, ensuring that poor conduct is not a manifestation of an unmet need.

3. Mental Health, Well-being, and Trauma-Informed Practice

At Wharton CE Primary School, we believe that emotional well-being is the foundation of productive learning and positive relationships. We understand that behaviour is often a form of communication reflecting a child's inner emotional state.

- **The Heart Smart and Trauma-Informed Approach:** Grounded in our principle to "*Don't forget to let love in*" and our commitment to *Relationships* (TRAIN), our behavioural framework is inherently therapeutic and trauma-informed. We aim to treat the root cause of distress rather than simply suppressing the outward behaviour.
- **Well-being Interventions:** Where a pupil exhibits persistent or escalating behaviour choices, the school will not rely solely on sanctions. Instead, the Special Educational Needs Coordinator (SENCO) and pastoral team will assess the child's mental health and emotional well-being. Targeted pastoral support, sensory regulation tools, and external mental health pathways will be deployed proactively to help the child feel safe, valued, and regulated.
- **Post-Incident Care:** Following any significant behavioural crisis, our focus is restorative rather than punitive. The school will prioritise the emotional repair and psychological safety of both the pupil and the staff involved through structured, supportive debriefs and adjusted well-being plans.

A one rule classroom

If what you are doing...

INTERFERES with learning

HURTS someone's feelings

or

PREVENTS you from being your
best self

YOU SHOULDN'T BE DOING IT

