



# Waverton Primary School

Learning Together; Achieving Together

## Behaviour Policy and Procedures

### The Waverton Way

#### 1. Policy statement

Waverton Primary School is committed to creating an environment where exemplary behaviour is at the heart of effective learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. At Waverton we commit to employing a trauma informed approach to all interactions, recognising the physical, social and emotional impact of trauma on an individual.

Our behaviour policy encompasses our school values: Respect, Resilience, Responsibility.

#### 2. Aims and purpose of the policy

- To create a culture of good behaviour, respect for others and positive relationships.
- To have high expectations of behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment.
- To help children develop self-esteem and take control over their behaviour through self-regulation (using Zones) and be responsible for the consequences of it.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying); any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

#### 3. Roles and responsibilities

##### Pupils' responsibilities:

- Be Safe, Be Ready, Be Respectful.
- Work to the best of their abilities and allow others to do the same.
- Follow the behaviour expectations of the school, following our school values.
- Use 'Zones of Regulation' strategies.
- Tell the truth when incidents do occur.
- Reporting any unacceptable behaviour to a member of staff.

##### Parents' responsibilities:

- Supporting the behaviour of their children outside of school.
- Modelling appropriate behaviour to their children.
- Supporting school staff in implementing the behaviour policy.
- Sharing information (education, welfare and behaviour) that will help their children at school.
- Contacting their class teacher if they have any concerns.
- Parents should follow the guidance in the Complaints Policy if they feel their concerns are not being addressed.

**Staff responsibilities:**

- Use agreed school procedures and professional judgements to ensure a consistent approach to promoting positive behaviours.
- Model high levels of behaviour and establish positive relationships when supporting pupils.
- Ask questions as to why the behaviour is occurring and seek advice and support from SENCO where needed.
- Use 'Zones of Regulation'.
- Use a TIP (Trauma Informed Practice) approach: Recognise, Respond, Avoid re-traumatisation, Build resilience.
- Use strategies to reduce escalations of unwanted behaviours.
- Ensuring that this policy, as implemented, does not discriminate on any grounds.
- Use Arbor information management system to record incidents of behaviour that have caused concern.

**Senior Leaders:** Senior leaders do not deal with behaviour referrals in isolation. They work alongside colleagues to support, guide, model and show a unified consistency to the children. Children are held responsible for their behaviour. Staff deal with behaviour without delegating.

**Governing body responsibilities:** Monitoring and implementing this Behaviour Policy and the behaviour procedures at the school.

**Headteacher responsibilities:** Establishing the standard of behaviour expected by pupils at the school. Managing the day-to-day implementation of this policy. Publishing this policy and making it available to all stakeholders. Reporting to the governing board on the implementation of this Behavioural Policy.

**4. Rewarding behaviours**

We recognise and reward children who follow 'The Waverton Way', alongside efforts towards making good choices. Staff understand that a quiet word of personal praise can be as effective as a larger, more public award. The use of valued praise in developing a positive atmosphere in the classroom isn't underestimated. It is seen as the key to developing positive relationships.

**Rewards include:**

- Jewels given for whole class positive behaviours and achieving class targets. Once the jar is full, the class choose a reward (movie, extra chosen lesson etc)
- House points
- School values certificate
- Certificates of Citizenship
- Certificates of Achievement

**5. What do we do if children are not following 'The Waverton Way' Be Safe, Be Ready, Be Respectful?**

Staff make the pupil aware of their behaviour - privately to the learner where possible.

- Step 1: Reminder- check in: Are you ok? Gentle approach, personal, non-threatening, side on, eye level or lower where possible
- Step 2: Caution- clear verbal caution: I need you to...Do you understand...? You look like you're in yellow/ blue zone? Do you need to...When I'm in yellow zone I do some calm breathing, what could you try? Children have the opportunity to make a positive choice. Remind the learner of previous good conduct, affirming to them that they can make good choices.

- Step 3: Last Chance - ask the child to move within the class, give a clear warning and outline the consequences if they continue. Our school rule is...I need you to... or you will have to move to another classroom.
- Step 4: Time out in another classroom - time to regulate emotions away from peers. You have chosen to... I need you to move to another classroom.... Thankyou. R will go outside with a TA, Year 1 to R, Year 2 to Year 3, Year 3 to Year 4, Year 4 to Year 5, Year 5 to Year 6 and Year 6 to Year 5. This will be recorded on Arbor and SLT informed. If this happens 3 times, parents will be informed.
- Step 5: Repair - think it over with the adult who started the behaviour intervention. The rule you broke was...How did that make you/ the other person feel? Usually, you are...What can you do differently next time? Refer to Zones toolbox of strategies- you were in yellow zone, you can take deep breaths, get a drink, ask for time out etc
- Step 6: If behaviour continues - the child will spend time out with a member of the SLT. Parents will be informed, and an individual behaviour plan will be used to support the child.
- Not following 'The Waverton Way' during assembly - children are given a warning and reminded of the rules, second time moved within the hall and miss part of playtime.
- If a child hurts someone, they will miss playtime, KS1 walking around with an adult, KS2 sit in library, incident logged on Arbor, SLT and parents informed.
- An internal exclusion where the pupil accesses learning outside of the classroom or away from their peer group may be necessary.

## 6. Individual behaviour

- If children continue not to follow the 'Waverton Way', key staff supporting the pupil will develop an appropriate Behaviour Plan and discuss this with the learner and parents. (See Appendix 3 - Blank Behaviour Plan)
- A review meeting will take place to address the child's progress and achievement, learning needs, attitude, behavioural routines and personal organisation with a particular focus on progress towards the agreed targets.
- If the learner does not achieve the required change in conduct agreed within the Behaviour Plan, they will move to the Final stage.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. The Local Authority's Multiagency Map guidance (previously known as the Behaviour Pathway) will be followed.

### Final Stage

The Head Teacher will review the progress through the stepped approach, and in consultation with key stakeholders, will consider whether it is appropriate for the pupil to be excluded and the length of the exclusion (for a fixed term, an exclusion of anything totalling up to 45 school days in any one school year is permitted, after the exclusion period the child can return to school), or whether the pupil should be permanently excluded (when a child is not allowed to return to that school unless the headteachers' decision is reversed), following Local Authority guidance.

<https://www.cheshirewestandchester.gov.uk/residents/education-and-learning/pupil-exclusion-from-school.aspx>

## **Exceptional circumstances**

Pupils may move directly to the *Final stage* for serious misbehaviours which may include (this list is not exhaustive) the following (see below). In these circumstances, these incidents would be formally recorded using ARBOR.

- Physical aggression towards staff, to other pupils or to members of the school community
- High levels of intentional damage to property
- Prolonged bullying through deliberate, hurtful behaviour repeated over a period of time
- Prejudiced behaviour including racism, sexism, use of sexual innuendos, homophobia, transphobia, biphobia, disability prejudice and sexually inappropriate material.
- Verbal abuse including aggressive offensive language
- Theft
- Leaving the classroom or the school environment without permission
- Deliberately ignoring safety, hygiene and security rules

## **7. Pupils with increased vulnerabilities, including pupils with SEND**

Under the Equality Act 2010, schools must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation or because of gender reassignment. For pupils with additional needs, reasonable adjustments will be made to support pupils in making positive behaviour choices, in light of their individual needs. Individual Behaviour Plans will be used to support adults in managing children with more complex needs and to support children with increased vulnerabilities.

## **8. Use of Reasonable Force**

In line with the school's Physical Restraint and Reasonable Statement (see below), all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

## **9. Recording and Reporting**

Behaviour is regularly monitored and evaluated through reviewing formal behaviour records on ARBOR, professional dialogue, observing behaviour during learning walks, observations and around school and through pupil voice. The Headteacher will report to the Governing body three times per year on behaviour and exclusion data. This will include any patterns or trends, any incidents of unwanted behaviour that are serious and records of exclusions. The Headteacher will also update governors on current self-evaluation school judgements on behaviour and attitude against the Ofsted criteria.

## **10. Monitoring and Reviewing**

This policy will be reviewed annually. The governors or SLT may, however, review the policy more frequently than this if the government introduces new regulations, if the governing body receives recommendations on how the policy might be improved or if a need to review is deemed necessary.

Reviewed by: Governors

Date: 13/01/25

Next Review Date: January 2026

## APPENDICES

- 1) The Waverton Way
- 2) Sample Exclusion Letter
- 3) Further information on fixed-term and permanent exclusions
- 4) Blank Behaviour Plan
- 5) Physical Restraint Statement
- 6) Legal framework

### Appendix 1

#### Our Phrases


Thank you for...  
I need you to...  
I noticed you are...  
You have chosen to...  
That may be but...  
I understand what you're saying...  
Above and beyond...

#### Walk the Waverton Way

Single file  
Calmly  
Quietly or silently  
Leave a space  
Stop on route

Members of staff will only physically handle a child if there is an immediate danger to that child or others.

## The Waverton Way



### Be Safe, Be Ready, Be Respectful

#### Routines

Meet and Greet  
Visual Timetable  
Warnings about change to routine  
Zones of Regulation  
To stop children- arm in the air say 3,2, children put their arm in the air, 1, children fold arms

#### Praise and Recognition

Jewels given for whole class positive behaviours and achieving class targets.  
Once the jar is full, the class choose a reward (movie, extra chosen lesson etc).  
House points  
Certificates

#### Consequences and Repair

After 2 chances - Timeout in the classroom / appropriate place  
If behaviour continues- timeout in the year group above, (Year 6 to Year 5, Year 1 to Rec, Rec outside with TA)  
Parent informed  
Repair – The adult who started the intervention should discuss behaviour

Step 1: Reminder- check In: Are you ok?

Step 2: Caution- clear verbal caution: I need you to... You look like you're in yellow/blue/red zone.....?

Step 3: Last Chance – ask the child to move within the class, give a clear warning and outline the consequences if they continue. Our school rule is... I need you to... or you will have to move to another classroom

Step 4: Time out in another class, Time to regulate away from peers– I need you to move to Another class. Thankyou Discuss with parents if this happens three times

Step 5: Repair – think it over with the adult who started the behaviour intervention The rule you broke was... How did that make you/ the other person feel? Usually you are... What can you do differently next time?

Step 6: If behaviour continues- Discuss with SENCO and Head Teacher, use individual behaviour plan to support the child

Learning Together Achieving Together

### Appendix 2

#### Model Exclusion letter 1

**From head teacher notifying parent of a fixed period exclusion of 5 school days or less in one term, and where a public examination is not missed.**

Dear [Parent's Name]

**[Child's name] [date of birth]**

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

**[for pupils of compulsory school age]**

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless you can show reasonable justification for this. If you ignore this I must advise you that you may receive a penalty notice from the local authority.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact Chair of Governors, Mrs Tracy Little, [chair@waverton.cheshire.sch.uk](mailto:chair@waverton.cheshire.sch.uk) or through contacting the school office on 01244 268985, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion has occurred as a result of discrimination then you may make a claim to the First- tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date **[Child's Name]** was excluded. <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

**[You and [child's name]** are requested to attend a reintegration meeting with me at **[time]** on **[date]** at **[place]**. The purpose of the meeting is to discuss how best your child's return to school can be managed]

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Coram Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 3305485 or on <http://www.childlawadvice.org.uk/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24<sup>th</sup> December to the 1<sup>st</sup> January.

Other alternative links to relevant services which you may find useful are:

**Statutory guidance on exclusions** can found by visiting [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

**Information Advice and Support Service:**

(formerly known as the Parent Partnership Service)

<http://www.westcheshirelocaloffer.co.uk/>

Telephone: 0300 1237001

Email: [iasservice@cheshirewestandchester.gov.uk](mailto:iasservice@cheshirewestandchester.gov.uk)

### **Traveller Education service**

Telephone: 01606 2 71540

Email: [Antoinette.vanommen@cheshirewestandchester.gov.uk](mailto:Antoinette.vanommen@cheshirewestandchester.gov.uk)

If you require further guidance on any of the advice mentioned in our letter please contact: Mrs Wendy Williams (Education Infrastructure – floor3, Nicholas House), Cheshire West and Chester Council, 4 Civic Way, Ellesmere Port. CH65 0BE. Telephone 01244 972825 or email [Exclusions@cheshirewestandchester.gov.uk](mailto:Exclusions@cheshirewestandchester.gov.uk)

**[Child's Name]**'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[Name]**

Head teacher

### **Appendix 3**

Further information on fixed-term and permanent exclusions

Fixed-term and permanent exclusions

Summary of the DfE documents:

*Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion Sept 2017*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/921405/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/921405/20170831_Exclusion_Stat_guidance_Web_version.pdf)

*Changes to the school exclusion process during the coronavirus (COVID19) outbreak. Updated 5th October 2020:*<https://www.gov.uk/government/publications/school-exclusion/changes-to-the-school-exclusionprocess-during-the-coronavirus-outbreak>

Only the head teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excluded a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in anyone term

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Factors to consider before excluding a pupil:



- What has happened previously with all involved?
- What happened in the incident/s?
- What are the implications to the individuals involved?
- What are the possible sanctions available other than exclusion?
- What sanction will be imposed? Why?

The decision to permanently exclude a pupils should only be taken:

In response to a serious breach, or persistent breaches, of the school's behaviour policy

AND

Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Although the decision to exclude remains the headteacher's decision, he/she should give pupils the opportunity to present their case. Headteachers should take account of any contributing factors that are identified after an incident of where poor behaviour has occurred. These might include where a pupil has suffered bereavement or has been subject to bullying.

### **Unlawful reasons for exclusion**

It is unlawful to exclude a pupil, or increase the severity of exclusion, for non-disciplinary reasons such as:

- The actions of the pupil's parents
  - The pupil having additional needs or a disability that the school feels unable to meet
  - Academic ability or attainment
  - The pupil failing to meet specific conditions before he / she is reinstated
- 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents / carers.

Any exclusion of a pupil, even for short periods of time, must be formally recorded.

## **Appendix 4**



BEHAVIOUR PLAN	
PUPIL NAME:	DATE OF BIRTH:
CLASS:	YEAR GROUP:
Skills and Talents	Achievements
Likes	Dislikes

BEHAVIOUR PLAN	
PUPIL NAME:	DATE OF BIRTH:
CLASS:	YEAR GROUP:
Date plan starts:	Medical conditions/needs:
Date of next review:	Staff working with the pupil:
Challenging behaviour:	Early warning signs
Targets	
Strategies for positive behaviour:	
Success Criteria	
Rewards	Consequences
IBP evaluation and next steps	
Agreement: Parent name Parent signature Date	Staff name Staff signature Date

## Appendix 5

### Use of Physical Restraint

All staff will attempt to use de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Staff follow the most up-to-date non-statutory guidance from the Department for Education (currently July 2013):

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

#### What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **Waverton Staff can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **Waverton Staff will not:**

- use force as a punishment – it is always unlawful to use force as a punishment

## **Appendix 5**

### **3. Legal framework**

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England. Statutory guidance for those with legal responsibilities in relation to exclusion'
- DfE (2020) 'Changes to the school exclusion process during the coronavirus (COVID19)'

- outbreak'
- Voyeurism (Offences) Act 2019
- This policy operates in conjunction with the following school policies
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Complaints Procedures
- Equality Policy