



Relationships and Behaviour Policy

Responsible: Headteacher

Reviewed: April 2024

Next Review:

April 2025

Rationale

At Waverley Abbey we aim to provide an environment where all stakeholders in our school community treat each other with mutual respect, within the Christian framework and values of our school. All behaviours are drawn back to our school values which are: *(see also school promise Appendix A)*

Hope is our value because we believe that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other. **At Waverley Abbey this helps us to persevere, even when things get tough and when we face new challenges.**

Love. Jesus demonstrated his unconditional love during his time on earth indiscriminately and as followers of Jesus we aim to walk in his footsteps. **We show love to everyone by putting others before ourselves, without expecting anything in return.**

Courage is a value for Waverley Abbey because God asks us to be brave in the face of hardship, knowing that He is with us at all times. This reminds us to be brave and to be the best we can be when things are difficult. **We have courage to stand against injustice and are committed to what is right and true.**

Honesty in friendships and at home, in the classroom and in the school community helps us to be trusted amongst peers and those in the wider community. **Being fair and open with each other, agreeing always to tell the truth helps others to see us as trustworthy, reliable and dependable.**

Compassion is a value that is important to us at Waverley Abbey. The word means to put ourselves in someone else's shoes, leading to a desire to act so that we can stop sadness and suffering. At school, we think about those within our community and beyond, recognising the importance of loving those who may not like or who are different to us. **We encourage compassion, empathy and forgiveness for each other as we are all made in the image of God.**

Our key behaviour principles

- We believe in building positive relationships as the foundation for good behaviour
- We have high expectations of all pupils
- We believe that everyone is responsible for their own behaviour and that for every choice we make there is a consequence
- We believe that everyone should be treated in a clear, consistent, and fair manner
- We believe that all pupils should be given opportunities to repair their mistakes and have the opportunity for reconciliation (restorative practice)

To achieve this, we work to create a positive learning environment within the school that ensures that our approach to behaviour management and discipline is consistent and fully supported by all the school staff, pupils and parents.

We also promote positive behaviour through our Personal, Health Social and Cultural Education (PHSCE) curriculum, which develops the emotional health of our pupils. All adults aim to provide positive examples and attitudes. Relationships with other adults and with pupils should be fair, honest, polite, respectful and considerate.

We believe that a behaviour policy is only effective if:

- A positive approach is taken
- It is implemented consistently
- It is delivered with the full support and understanding of children, parents, teachers and support staff
- The system of rewards and sanctions/consequences is clearly defined and understood by all

Waverley Abbey philosophy

We believe that the **PIP RIP** approach to behaviour management is essential. This is 'praise in public, reprimand in private'. It is important to maintain a child's dignity when they have made the wrong behaviour choice, so that they are not disciplined in front of their peers. It is equally important for all children to know that their positive choices are celebrated and for them to have a sense of pride in their behaviour. There may be occasions when immediate warnings are required to keep the child or other children safe.

The school's approach to behaviour and communicating with children

To enable all staff to maintain a consistent approach to behaviour, we use a traffic light system to describe desirable and undesirable behaviour. At Waverley Abbey, we work to ensure children understand that behaviour has consequences. Using a traffic light system to discuss behaviour ensures that all staff are using consistent language and the expectations on children are clear. This will be displayed in all classrooms.

Encouraging positive 'green' behaviour

We believe in promoting a Christian, caring and loving attitude in our school. We work with all children to support them in making positive and appropriate choices about their behaviour.

All staff will provide positive feedback for all children and reinforce positive behaviour. Examples of green behaviour include but are not limited to being respectful, good listening, hard work, good sportsmanship, being kind and helpful and following the school promise.

Confirmation of positive behaviours include:

- Verbal praise, smiles
- Individual, group and class reward systems including House Points
- Sharing work and positive behaviour with other adults and children
- Staff can send children to a colleague for praise

The school's approach to undesirable behaviour

As a staff body we will always work hard to avoid a situation in which we need to impose sanctions. We believe in using a variety of behaviour management strategies which focus on encouraging positive behaviour. Each child will have viewed and signed the school promise (Appendix A) at the beginning of each year, which is an important aspect of everyday life at Waverley Abbey. However, for children who choose not to follow the behaviour guidelines or school promise, sanctions will apply. Sanctions will be applied in a firm but sensitive manner; there is no place for sarcasm or humiliation within our school. Decisions should be considered, fair, reasonable and not made on impulse. Every effort should be made to establish the truth of a situation. Issues will be addressed as soon as possible whilst memories are fresh and evidence available. However, there may be situations when a cooling down

period may be advisable as we acknowledge that no child will take on board strategies when they are still on the bell curve of emotion.

If possible, discussions will follow lessons rather than impinge upon them. Every effort will be made to maintain safety and retain pupils' access to the curriculum.

Negative behaviours are split into 'amber' and 'red' behaviours. Amber behaviours are viewed as 'low level' behaviours such as not listening, not following and adult's instructions or saying unkind words to someone. Amber behaviours will be addressed with a verbal warning, a reflection time with the class teacher and then a discussion with the year lead.

Red behaviours are for more serious incidents that need the direct attention of the year lead or SLT. These will also be recorded on our system.

Consequences will be appropriate both in terms of frequency and severity. Staff will use their own professional judgements about the appropriateness of consequences matched to the child's misbehaviour.

Year teams may adopt behaviour strategies together that fit comfortably within the school policy. This will always be in consultation with SLT.

The School's response to poor behaviour/sanctions

It is primarily the responsibility of each class teacher to set and insist upon appropriate standards of behaviour in his/her classroom and whilst on duty around the school and to deal with minor breaches of The School Promise. Depending on severity, this may result in a lunchtime or break time reflection meeting. Please see Appendix B for further details.

For more serious or recurrent behavioural issues, the process of referral should be as follows:

- Year Leader
- Assistant Head teachers
- Headteacher

When making a referral to a colleague, it is important that key information is passed directly to that person.

It is equally important that a record is kept of incidents where a referral has been made, together with any sanctions applied. Incidents will be recorded on CPOMS.

Parents should be informed of any misdemeanours; please see 'Thresholds for communicating poor behaviour to parents' (Appendix C)

Under the DFE guidance of 'behaviour in schools 2022', all Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

Staff are allowed to

- Search pupils for prohibited items including those listed in the 'behaviour in schools guidance 2022'
- Use reasonable force or other physical contact (see below)
- Discipline beyond the school gate
- Work with other local agencies to assess the needs of pupils who display disruptive behaviour

Confiscating banned items

All staff have the right to confiscate items from students and must do so when they see an item that is:

- A banned item
- Against school uniform rules – for example a piece/pieces of jewellery

- A threat to others – for example anything that could be construed as a weapon
- A health or safety hazard – for example lighter, matches or a laser pen
- Illegal for a child to have – for example, vapes or vaping equipment, other smoking paraphernalia or alcohol
- Being used by the student to disrupt learning
- A mobile phone or electronic device (that is not handed in to the school office at the start of the day). This does not include pupils who have prior permission to have their phone for diabetes monitoring.

Guidance in resolving problems in behaviour

- Through discussion, children should be encouraged to understand and take responsibility for their actions and to appreciate the consequences of this for themselves and others
- They need to apologise, either verbally or in writing to anyone adversely affected by their words/actions
- They may need to write an account of what happened
- They will need to agree how they will behave differently in the future to avoid a repetition of the incident

Possible Sanctions/Consequences of poor behaviour

- A lunchtime reflection of up to a maximum of 30 minutes depending on the behaviour
- Lose some/all of their break time; this will be supervised
- Have their position in class changed to prevent recurrence and remove possibilities to repeat the poor behaviour
- Be separated from others for a specific period
- Be removed to another classroom for a period of time
- Community service of some description e.g. litter picking/other 'jobs'

For some children whose behaviour choices are repeatedly poor, *a behaviour plan* will be put in place. This will be shared with and signed by both the pupils and parents as well as staff, closely monitored and reviewed at regular intervals of no longer than three weeks

For extreme cases, these additional sanctions will be considered by the Headteacher:

- Payment for damage caused
- Exclusion during lunchtime
- Internal exclusion i.e. pupil required to work away from his/her class under the supervision of a senior leader for a fixed period
- Suspension - see Appendix D
- Permanent exclusion - see Appendix D

Suspensions and Permanent Exclusion

See Appendix D and refer to DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Behaviour outside school/ outside the core school day

Pupils are expected to behave in a manner that reflects the school's values and ethos. Whether pupils be on a trip/ residential or in wrap around care/ a club, our values still apply.

Any behaviour choices made outside of school which affect the welfare of other pupils, or which bring the school's reputation into disrepute will be investigated and appropriate actions taken including the involvement of external agencies or the police.

Online behaviour

We teach our children how to be safe online (see online safety policy). If it comes to our attention that a child's online behaviour does not meet the expectations set out in this policy (i.e. green behaviour), this will be followed up in school by the Year Lead or a member of SLT, parents will also be informed. See also anti bullying policy, safeguarding policy.

Special Educational Needs and disabilities

Some children have particular emotional and behavioural needs that require assessment and programmes of support. Assessment of these needs and any provision will require the involvement of the school's Inclusion lead, parents, and possibly other agencies. Children with SEND will be included in all aspects of school life and we will take into account any particular needs they may have when applying this policy. Including but not exclusively limited to; their Send Support arrangement plan, proactive plan, ABCC log.

It is important to note that the school promise will not change however the level of support pupils need to achieve it may differ. All children will be supported to understand that actions have consequences. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). It is always the undesirable behaviour that needs addressing (behaviour not child is paramount), and this can be achieved through a variety of means. Thinking about a child struggling to handle something difficult encourages helping them through their distress.

The use of positive touch and reasonable force

What is reasonable force?

- The term "reasonable force" covers the broad range of actions that involve a degree of physical contact with pupils.
- All staff must first exhaust all other strategies e.g. talking to the pupil, calming strategies. Positive touch should only be considered when there is immediate danger or threat of harm.
- Positive touch is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- "Reasonable" means using no more force than is necessary.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as walking a pupil away from a fight.
- 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.
- School staff should 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 head teacher 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 individual circumstances.

Some examples of situations where reasonable force may need to be used are:

- To prevent a pupil behaving in a way that is dangerous on a school event or a school trip or visit
- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

There is a legal duty to make reasonable adjustments for disabled children and children with special educational needs.

Force can never be used as a punishment-**it is always unlawful to use force as a punishment.**

Using Reasonable Force

Staff should not act in a way that could be expected to cause injury. If any pupil is subject to reasonable force the Headteacher should be advised immediately. The incident should be recorded as soon as possible stating time, circumstances, duration, hold used, injuries, witnesses and any further actions or events. The incident should be followed up with time for the adult and child to talk about the situation. Parents will be informed that it has been necessary to restrain their child. Lawfully, the school have the right to not inform a parent if they decide it is inappropriate to do so.

Other physical contact with pupils

It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force, with a pupil is proper and necessary. For example:

- holding the hand of the child when going to assembly or when walking together around the school or on a trip outside of school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate how to complete outdoor learning skills or design and technology skills
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid



Waverley Abbey School Promise

- **Courage** – we try our best in all that we do.
- **Compassion** – we show understanding of others.
- **Honesty** – we are truthful, even when it is tricky or we have made a mistake.
- **Hope** – we have hope in all we do, we persevere and never give up.
- **Love** – we are kind and respectful to one another and our school.
- **Growth** – we strive every day to make ourselves, our school and the world a better place to live.

Appendix B

SCHOOL REFLECTION

The school operates a reflection meeting for all pupils. Time for reflection is given for the following reasons: not following instructions when asked; not following known school rules (School Promise) or classroom rules; being rude to a member of staff or another pupil (swearing); pushing/kicking/hitting another pupil and other.

Reflection meetings can be given for up to a maximum of 30 minutes for any of the reasons stated above. If a child has been physically aggressive, they will be sent to a member of the SLT and their parents will be contacted.

It is clear that some types of behaviour are more serious than others and therefore should have a more significant consequence. For example, repeated physical or disruptive behaviour may lead to an internal exclusion, which will involve the child working with a member of the MLT/SLT for either half of the day or a day.

Behaviour charts/plans

If a pupil is making poor behaviour choices frequently (see thresholds), then they will have a behaviour plan drawn up in consultation with the child's parents. A clear outline of why the plan has been introduced, how it will work, the targets that have been set, how long the plan will be in place and reviewed and how the class teacher will communicate with parents. Plans should be in place for no more than 3 weeks without a review.

Appendix C

Thresholds for communicating poor or concerning behaviour to parents

Rationale -

- We want to work in partnership with parents
- We are aware that not all minor concerns need to be shared but it is important to have a shared understanding of when and how the school will share information.

Thresholds for contact with parents:

Pupil choice of behaviour	School response	Contact with parents	Frequency of incidents
Hitting/kicking/pushing - use of physical contact with any other pupil Swearing	Reported to class teacher, Year Leader and where appropriate member of SLT and reflection time meeting given Immediate consequence – loss of playtime, written apology to pupil Incident reported to parents -	Yes	Once a pupil has more than two incidents within a half term then it is important to have a meeting with parents about behaviour and consider a behaviour plan. All to be recorded.
Refusal to follow instructions	Reported to class teacher and reflection time meeting given Immediate consequence – loss of playtime,	Reported if this becomes a regular occurrence	Once a pupil has several incidents within a half term then it is important to have a meeting with parents about behaviour and consider a behaviour plan. All to be recorded.
Repeating actions which go against school guidelines or e.g. being late for lunch; going into areas which are banned;	Reported to class teacher and reflection meeting given Immediate consequence – loss of playtime.	Reported at parent consultations unless actions are considered dangerous.	

Appendix D

Suspensions and Exclusion

1. Aims of this appendix

- To ensure the suspension/ exclusion process is applied fairly and consistently
- To ensure that the process is understood by the local committee, staff, parents and pupils

2. Legislation and statutory guidance

- This appendix is based on the on the statutory guidance from the Department for Education: Guidance on the suspension and permanent exclusion of pupils from local-authority-maintained schools, academies and pupil referral units. <https://www.gov.uk/government/publications/school-exclusion> and all procedures with follow these guidelines.

3. The decision to suspend/ exclude

Only the Headteacher or in their absence the Assistant Headteacher can suspend a pupil from school for a fixed term. A decision to permanently exclude a pupil will be taken as a last resort and can only be carried out by the Headteacher following national and academy guidelines.

A decision to suspend a pupil will be taken only:

- In response to a serious or persistent breach of the school's behaviour policy or Drug and Alcohol policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend/ exclude a pupil, either permanently or for a fixed term the Headteacher will:

- Consider all the relevant facts and evidence, including whether the incidents leading up to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs.

4. Definitions

For the purposes of suspension, the school day is defined as any day on which there is a school session. Therefore, an INSET or staff training day does not count as a school day.

5. Informing Parents

The Headteacher will immediately provide the following information, in writing, to the parents of an suspended pupil:

- The reasons for suspension
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.
- Information for parents about their right to make representation to the local committee and how the pupil might be involved in this
- The legalities and statutory guidance surrounding suspension
- The procedure when a child returns to school

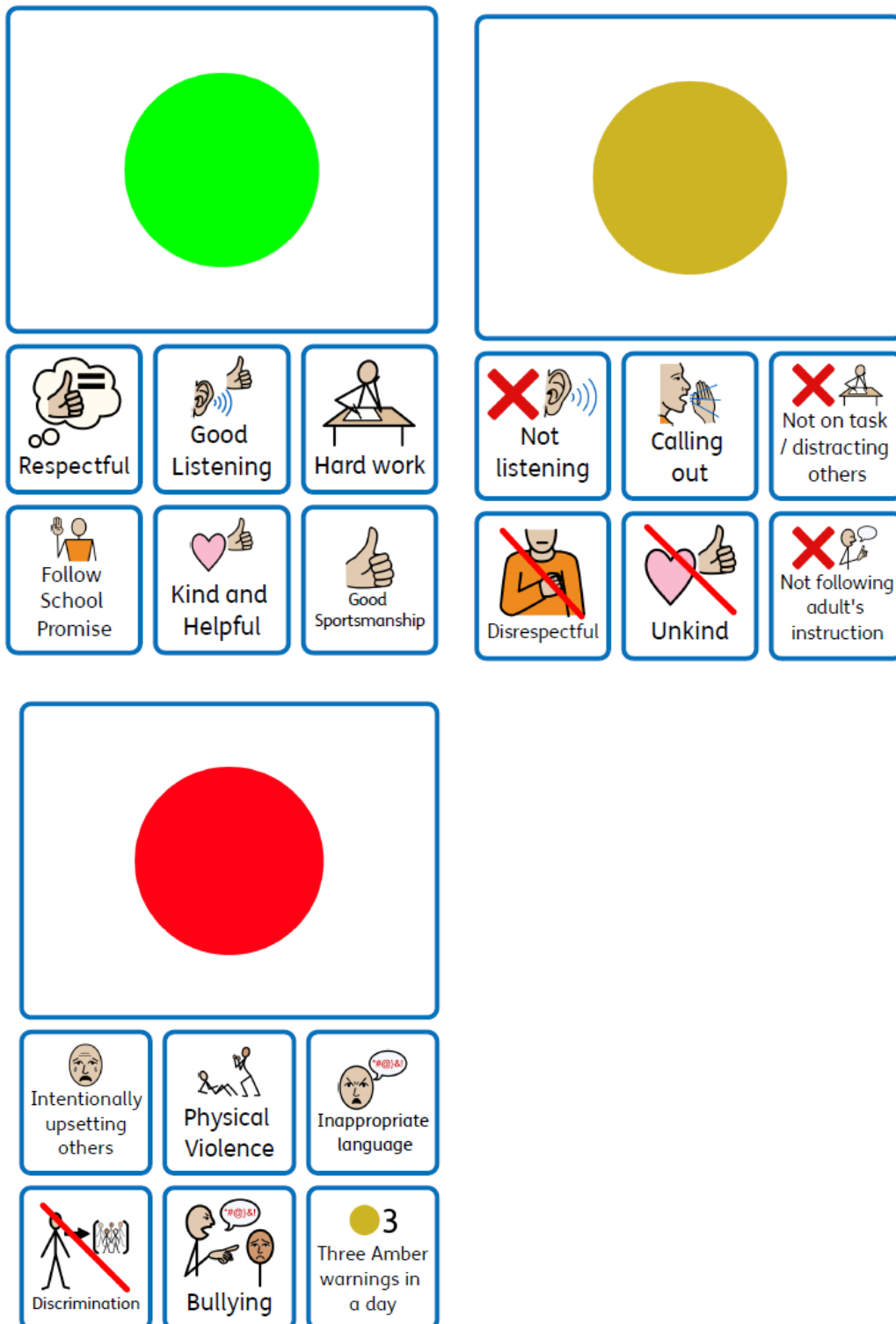
The Headteacher is responsible for notifying the Trust, local committee and LA in the case of permanent exclusion as soon as possible.

6. Returning from a suspension


Following a suspension, a re-integration meeting will be held involving Headteacher, or Assistant Headteacher or member of SLT and parents. Other members of staff may be present if appropriate.

Appendix E

Behaviour colours- Visuals for classrooms



 Praise	 House Points	 Show other adults
---	---	--





Consequences

 Good News Award	 Good Egg Award	 Notes home
---	--	--






Consequences

 1. Lunchtime reflection with Year Leader	 2. Phone call home	 3. Sent to SLT
---	---	---




Consequences

 1. Verbal Warning	 2. 10 Minutes reflection	 3. Sent to Year leader
--	---	---

Reflection ticket for amber behaviour

Time out ticket



Name:

Class:

Date:

What went wrong?

Which school values did I not uphold?

☐ Courage

☐ Compassion

☐ Hope

☐ Love

☐ Honesty

☐ Growth

What do I need to do now?

Reflection for red behaviour

Behaviour Reflection



NAME	CLASS	DATE
What happened?	Which school values did I not uphold?	
How did I feel?		
How do the other people involved feel?		
What do I need to do now?		