Wavertree Church of England School

Behaviour Policy

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Introduction

At Wavertree Church of England School, we are committed to fostering a positive and nurturing environment where all pupils can thrive. Our behaviour policy is rooted in the principles of Paul Dix, emphasising the importance of being Ready, Respectful, and Safe. This policy aims to create a culture of high expectations, mutual respect, and a sense of community among pupils, staff, and parents.

Purpose

The purpose of this policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management. This will allow the pupils at Wavertree Church of England School to enjoy a calm, nurturing and caring environment, which will support every child both emotionally and educationally in attaining the best possible chances for success. All stakeholders at Wavertree are committed to creating an environment where exemplary behaviour is at the heart of productive 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. This behaviour policy guides staff in teaching the children self-discipline. It echoes the core values of our school with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency and clear, calm adult behaviour underpins this.

Wavertree Church of England School Vision

Belong Believe Achieve

A place where everyone belongs to the family of Wavertree with faith in God at the centre. Where we believe in ourselves and others. Where we achieve our full potential. Where hope and love inspire all we do.

Philippians 4:13: *"I can do all things through Christ who gives me strength".*

We encourage our school family to live out our daily mission of '*Belong Believe Achieve'* through expression of our core Christina values:

Fellowship
Respect
Hope
Forgiveness
Wisdom
Compassion

These important values form who we are, and great emphasis is placed on developing these areas throughout each year. The full details of our Christian values can be found in our extended mission statement under Vision and Values on our website.

*We also hold the core rules of being**:***

Ready, Respectful, Safe

Core Principles

1. **Ready**: Pupils are prepared to listen, learn, engage, and participate in all school activities.
2. **Respectful**: Pupils show respect for themselves, others, and the school environment in worship, with our words and actions.
3. **Safe**: Pupils contribute to a safe and secure environment in all places.

Behaviour Expectations

To support our principles, we have established clear expectations for behaviour:

1. Ready

- **Arrive on Time**: Pupils must arrive at school and lessons punctually, prepared with the necessary materials.
- **Engage Fully**: Pupils should actively participate in lessons and school activities, demonstrating a willingness to learn.
- **Follow Instructions**: Pupils are expected to listen attentively and follow instructions given by staff.

2. Respectful

- **Kindness to Others**: Pupils must treat everyone with kindness, using polite language and gestures.
- **Respect for Property**: Pupils should take care of their own belongings and respect the property of others and the school.
- **Listening and Sharing**: Pupils should listen to others' opinions and share their own respectfully.

3. Safe

- **Safe Behaviour**: Pupils must behave in a way that ensures their own safety and the safety of others, both in and out of the classroom.
- **Report Concerns**: Pupils should report any unsafe behaviour or situations to a trusted adult immediately.
- **Follow School Rules**: Pupils are expected to adhere to all school rules designed to maintain a safe environment.

We wish to give recognition to pupils who always follow these rules and show consistently good behaviour, setting an example for others, and for those who go 'over

and above' the expectation. 'Over and above' behaviours include exemplifying our school values and impacting the wider Wavertree community.

At Wavertree Church of England School, we have high expectations and aspirations for ALL pupils. This is recognised through weekly certificates at assembly, positive reinforcement strategies, class star jars or with 'dojo' points in classrooms and end of term 'Golden Assemblies'.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Implementation of the Policy

1. **Communication**: The behaviour policy will be communicated to all pupils, staff, and parents at the beginning of each academic year and will be available on the school website.
2. **Training**: Staff will receive regular training on implementing the behaviour policy consistently and effectively, ensuring they model the principles of Ready, Respectful, and Safe.
3. **Positive Reinforcement**: Pupils who demonstrate exemplary behaviour will be recognised and rewarded through praise, certificates, and other incentives.
4. **Consequences for Misbehaviour**:
    - **Verbal Warning**: Initial misbehaviour will result in a verbal reminder then a verbal warning.
    - **Restorative Reflection Time**: Continued misbehaviour may lead to a reflection time, where pupils will consider their actions and how to improve.
    - **Parental Involvement**: Persistent issues will involve communication with parents to discuss strategies for improvement.
    - **Serious Misconduct**: Serious breaches of behaviour will be dealt with according to the school's disciplinary procedures, which may include suspension or exclusion if necessary.

More details can be found in the Behaviour Strategy and Support section and full details can be found on the Graduated Response to Behaviour document (Appendix 2)

Supporting Pupils

- **Individual Support**: We recognise that some pupils may require additional support to meet behaviour expectations. Individual behaviour plans may be developed as needed.
- **Behaviour Curriculum**: We will implement a behaviour curriculum using the Zones of Regulation that teaches pupils about the importance of being Ready, Respectful, and Safe, reinforcing positive behaviours through lessons and activities.

Expectations of Staff

We expect every adult to:

1. Build professional relationships with all children, modelling and celebrating positive behaviour along the way. Meet and greet every child every morning in their classroom, promoting high expectations from the outset.

2. Persistently use our core rule-language of 'Ready, Respectful, and Safe' to spread the consistent and accurate message of the expectations across the whole school, and using a visible recognition system throughout each lesson that motivates pupils (star jars, Dojo system, weekly certificates).

3. Remain calm and give 'take up time' when progressing through the steps of managing and modifying behaviour. We aim to be preventative as much as we can but in the event of needing to sanction a child, the careful steps that can be found at the end of this policy must be followed. Engage the use of 'talk' following every situation so that individual ownership is retained, and reflective dialogue takes place between learners.

Expectations of Senior Leaders

Senior leaders stand alongside colleagues to support, guide, model and show a united consistency to the learners.

Senior leaders will:

• Be a visible presence around the school as much as possible especially at transition times and welcome times.
• Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations as well as managing learners with more complex or entrenched negative behaviours.
• Encourage use of 'relentless routines', positive notes, and positive phone calls home.
• Use behaviour data (recorded from CPOMs) to target and assess school-wide behaviour policy and practice.

Positive Strategies

The following positive strategies are used consistently by ALL adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

Dojo Reward System – we use the Dojo reward system in each class from Nursery to Year 6. This system is a structured, interactive approach, based firmly on the principles of capturing, rewarding and sharing the most individually important learning and positive engagement moments in school. Each class has a ClassDojo poster to explain and provide examples of the expected and/or exceptional behaviours that the different dojos reward. Dojo rewards are delivered on-screen via the class teacher's interactive app. (GDPR protected). They are awarded to pupils for following the school rules, vision and values. NEGATIVE DOJO POINTS ARE NEVER USED.

This system provides immediate, visual and cumulative feedback for pupils. One-tap acknowledgement allows pupils' efforts to be celebrated in the moment.

Star Jars – Each class has one empty wooden jar as well as a jar of coloured stars. The children should work collectively as a class to earn as many stars to pop into their class jar as possible (lining up, tidying up, singing collectively, behaviour in assemblies, walking around school, uniform/PE Kit presentation, learning attitudes, external feedback). The class and their teacher set a reward appropriate for their class which the children receive once the star jar is filled. This may take some classes longer than others, but they focus on their class achievements and recognition. STARS ARE NEVER TAKEN OUT OF THE JAR ONCE EARNED.

Positive Notes Home – Given by the Deputy or Headteacher, these notes home are a high-level form of recognition for children. They are nominated to any child by any adult in school. There is no set amount of how many are given each week.

'The positive note enables you to mark the moment with a child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'

Paul Dix

Weekly Assembly Certificates (Celebration Worship) – Weekly assemblies through Celebration Worship take place on a Friday morning for children and staff to gather as a whole school to celebrate each other's learning and individual achievements that week. One child from each class is selected for Worker of the Week and another from each class for Good Behaviour. Certificates are also given for Christian Values.

Golden Awards Night – At the end of each academic year, the Headteacher will host an invitation-only Awards Night with families of winners invited. These awards go to pupils

who have demonstrated that they go above and beyond with their commitment to upholding Wavertree's Mission of Belong, Believe, Achieve. After the celebration, pupils and their families will enjoy refreshments.

Behaviour Strategy & Support

There is a 'praise in public, reprimand in private' consistent approach to behaviour across the school. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is clear understanding and evident practice of using praise as often as we can to promote wanted, positive behaviours. In the instance of unacceptable, negative behaviours, we focus clearly on using the language of choice, reinforcing the understanding that we choose our actions and are responsible for them.

Where children need help to understand the implications of poor choices, we operate a (metaphorical) traffic light system. In practice this means that everybody starts a lesson on the green light. When a child makes a poor choice, they will be asked to think about what they are doing and given their first verbal reminder. If the poor choice continues the child will receive a second verbal warning. This gives the child an opportunity to moderate their choices. If choices remain poor the next stage is an amber warning, resulting in two minutes missed from their break/lunch time. If poor behaviour continues, a final warning is given. The last step if unacceptable behaviour continues is a red warning, resulting in fifteen minutes of restoration and reflection time.

In certain circumstances a red warning may be issued immediately, for example when if there is violent or abusive behaviour. In extreme circumstances, a child may be subject to a fixed or permanent exclusion. At all points through this system, to maintain pupils' privacy and dignity, the traffic lights are either metaphorical or will remain on the teacher's desk. The steps of the traffic light systems are as follows:

Green light
↓
First verbal reminder
↓
Second verbal warning
↓
Amber warning
(2 minutes missed of break/lunch time)
↓
Final verbal warning
↓
Red warning
(15 minutes missed of break/lunch time)

During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing the issue and a demonstration of truthful understanding from the child to highlight that they know

what they have done. It is important to add that every child is reminded that this is a reset to green on the traffic light system at the beginning of each session.

The approach is restorative at every step. This is to support the child's understanding of what has happened and ultimately confirm the key message of making the right choices before their behaviour becomes subject to consequences. Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh in the child's mind. The conversation should always end on a positive note (a sample prompt script and example restorative questions can be found in appendix 1). If this needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support. Any behaviour that reached a red light during the day is communicated to SLT and to the child's parent(s)/carer(s).

If a child from EYFS/KS1 is displaying negative behaviour during every session within one day, a phone call home is made by the class member of staff at the end of the day, or preferably a face-to-face conversation occurs. If a child from KS2 is displaying negative behaviour during every session within one day, the consequence would continue into the next day.

A senior member of staff is notified if a child has shown negative behaviour for the whole day. In consideration of the wider context of the individual child, the senior member of staff assesses and monitors the surrounding circumstances.

SEND – Children with special educational needs and/or a disability may require slight alterations to their individual learning plans. This must be discussed with our SENCO and SLT. Consequences should not run into the next day for a child with SEND. Reasonable adjustments are made for children with complex needs.

If a child has a physical outburst, then a senior member of staff is consulted immediately and an appropriate consequence, decided by the Headteacher, is actioned.

Senior leaders are always there to support staff with these processes. However, to ensure that rewards and consequences are delivered consistently and systematically, all staff members have responsibility and accountability for implementing the step-by-step system.

Home communication around negative behaviour is essential when a child has repeatedly displayed unacceptable behaviour throughout the day. NB – in order to ensure safeguarding and wider contextual information is considered and prioritised, no phone call home takes place without communication and clearance from a member of the Safeguarding Team.

In EYFS, a star jar is used as a collective approach to supporting positive behaviour and Class Dojos to celebrate individual efforts. The traffic-light system is not used for EYFS.

Conclusion

At Wavertree Church of England School, we believe that a strong behaviour policy is essential for creating a positive learning environment. By adhering to the principles of Paul Dix and promoting the values of being Ready, Respectful, and Safe, we aim to cultivate a community where all pupils feel valued, secure, and able to achieve their full potential.

For all at Wavertree Church of England School to work, play and learn in that safe, secure, calm atmosphere, our behaviour policy and expectations must be followed constantly and consistently by all members of school staff. This includes visitors to school, trainee teachers, students and volunteers. It is the responsibility of senior leaders to ensure that all adults fully understand the behaviour policy, in both expectation and practice and implement the processes efficiently and effectively.

This policy will be reviewed annually to ensure its effectiveness and relevance.

This behaviour policy aligns with the guidance provided in the "Behaviour in Schools" document, ensuring that expectations are clear, consistent, and communicated effectively to all stakeholders (Behaviour in Schools, September 2022).

Appendix 1

Script Prompts:

- ‘I noticed you are…’
- ‘You are not showing our school value of…’
- ‘You have chosen to…’
- ‘Do you remember when you…’

Sample Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?