

Medlar with Wesham C of E School

Behaviour For Learning Policy

Our Christian Vision Mission Statement

We are a loving, caring, distinctively Christian family, providing an excellent education in a safe, happy environment, where every individual is valued as a child of God.

Curriculum Statement of Intent:

Children will be inspired to become curious learners, who have the resilience and confidence to succeed in life.

Policy Adapted: September 2026
Policy Adopted by the Governing Body: November 2026
Policy Review Date: September 2027

At Medlar-with-Wesham we set high expectations of behaviour living out our Gospel Values and 'More than I am' school motto in all that we do. We aim to positively encourage our children through the key principles of being **READY** to learn, demonstrating **RESPECT** and promoting a **SAFE** environment for all, where we love and care for the needs and rights of others as well as ourselves. We actively create an environment in which our pupils can flourish in our school family, rooted in our Bible Scripture 'Whatever you do, in word or deed, do everything in the name of Lord Jesus' Colossians 3:17. We believe that each child is a unique individual. We want each one of our children to be **CURIOUS, RESILIENT,** and **CONFIDENT**, whilst experiencing a challenging curriculum to achieve their potential, raise their self-esteem and self-awareness.

AIMS:

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility. This policy requires the active involvement and cooperation of each member of our school family: pupils, parents/carers, governors, and teaching staff. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of

the school community. The school actively promotes and teaches positive behaviour, as it believes that this will develop a calm ethos of kindness and cooperation.

Our Behaviour for Learning Policy actively aims to promote good behaviour through:

- Teaching our Christian values with particular focus on our school's Core Gospel Values of (Courage, Forgiveness, Respect, Faithfulness, Hope and Wisdom).
- **Explicity teaching routines and expectations:**

  Explicitly teaching routines in primary school is essential for creating a structured and supportive learning environment. Children thrive on consistency and clear expectations, and when routines are clearly taught, modelled, and practiced, students are more likely to feel secure, stay on task, and develop independence.
  This foundational approach minimises confusion and behavioral issues, allowing more time for meaningful learning.
  Furthermore, explicit instruction in routines helps all learners, including those with additional needs, to understand what is expected of them, promoting equity and inclusion within the classroom.
  Ultimately, well-established routines foster a positive classroom culture where students can focus on learning and growth.

- Teaching children about My happymind 'Character Strengths' and positive reinforcement when children use them. (Teamwork and Friendship, Bravery and Honesty, Love and Kindness, Exploring and Learning and Love of Life and Our World.)
- Whole school Worship and assemblies.
- A strong PSHE curriculum, which has been devised using the PSHE Association materials, ensuring children's development of their understanding of behaviour. PSHE activities can assist in:
  - Understanding the experiences and needs of others.
  - Developing the ability to express their own feelings.
  - Discussing or role play of reactions in different situations.
  - Forming class agreements and codes of behaviour, developing a sense of belonging in our class and school community.
- To deliver lessons which are of a good pace, with explicitly taught classroom and whole school routines which will ensure teaching and learning is effective and impactful. Eg. Use of 'silent signals' poster.
- Explicitly teach a whole school ethos of supportive peer to peer learning via 'How to be a good learning partner' poster.
- Children shall be taught also as part of our Christian distinctiveness, Religious Education and Worship, the value of respect and good behaviour, to understand differences and diversity.
- Teaching of how to resolve and repair conflict.
- Knowing and understanding each individual child.
- Explaining the school agreements, and ensuring these are understood and are consistent throughout school.
- Helping the children to become independent learners and thinkers and be responsible for the consequences of their own actions.
- Developing a respectful, forgiving and nurturing environment and ethos.
- Supporting and nurturing children when social and emotional needs arise and planning time for regulation after transitions as necessary.

- ‘Our Wesham Way’ School Agreements.

Our Wesham Way School Agreements promote positive relationships and behaviour for learning.

Our School Agreements are included in the “Induction Booklet” given to parents on entry to school, at the start of each new term on Class Dojo and ‘Meet the teacher’ annual meetings.

School will:

1) Take care of your child and promote their spiritual, moral, intellectual, cultural, emotional and social development.
2) Encourage children to develop a sense of responsibility towards themselves, others and the world around them.
3) Promote behaviour that ensures **‘Ready, Respect, Safe’** in a caring environment.

4) Regularly monitor and report on your child’s progress in school.

5) Maintain effective links with parents and carers and forge strong relationships in order to ensure your child has the best ‘education team’ around them at home and in school

Pupils will:

Always demonstrate ‘Ready, Respect, Safe’.

1) We will be kind and courteous.

2) We will listen and be listened to.

3) We will be curious, resilient and confident learners.

4) We will respect ALL pupils, adults and property.

5) We will live out our Gospel Values.

Parents and Carers will:

1) Ensure that your child attends school, is punctual and in the correct uniform including PE kit.

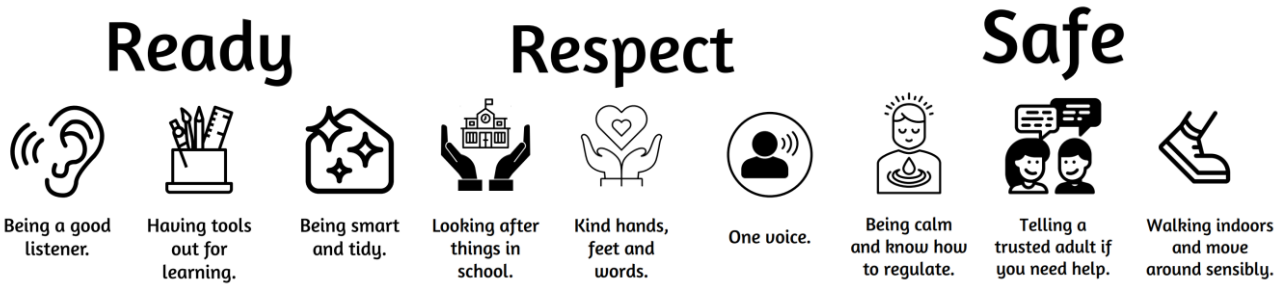
2) Support all school policies, upholding our expectations for learning and behaviour **‘Ready, Safe and Respect’.**
3) Support your child at home completing daily reading and weekly homework.

4) Attend Reviews and Parents’ Evenings; informing the school of any concerns regarding your child.
5) Promote a healthy lifestyle including online safety, healthy eating, sleep habits, oral hygiene and positive mental health and well-being.

Behaviour for Learning expectations:

Behaviour in school is guided by the three class rules namely, READY, RESPECT and SAFE.

Our positive approach to behaviour reinforcement means giving praise to those pupils who are following our Pupil Agreement.



Positive Recognition for following Our 'Wesham Way'

'Wesham Way Tokens' – given out to individuals for following the Wesham Way Pupil Agreement.

Tokens will then go into jars in class for their House Team. Each half term winning team will get a dedicated Team Reward Time.

St Andrew – Blue
St Patrick – Green
St George – Red
St David – Yellow

'Wesham Way Pom Poms' – given out to the whole class for following the Wesham Way Pupil Agreement and put in a class jar. Once the jar is full class decides on a whole class reward with class teacher.

• Stickers/stamps/Post cards (Recognition Cards) can be given in class as recognition of following the 'Wesham Way'.

• Buddy Classes/other staff and Mrs Panther – visit for praise and recognition.

• Weekly 'Gospel Hero Award' for the focus of the week (Discussed in Monday Worship and displayed in classes.

- Weekly Secretly Famous Awards Nominated by children and staff for acts of kindness.

• Half Termly 'Gospel Value Hero Award' for the Value of the Half term.

• Attendance and Punctuality Raffle Tickets Daily. 'On time for 5 to 9'.

• Children, are encouraged to take on roles of responsibility where possible as role models and ambassadors for the school.

Sanctions for Inappropriate Behaviours:

We believe that each child is a unique individual. We want every one of our children to be **curious, resilient** and **confident**, whilst experiencing a challenging curriculum to achieve **their potential**. In order to achieve this we have adopted a **zero-tolerance stance** towards physical and verbal aggression.

Our school community considers the following to be inappropriate behaviour:

- Repeated breaking of the 'Wesham Way Pupil Agreement.'
- Deliberately hurting a pupil or adult physically or emotionally.
- Verbal abuse towards pupils or adults.
- Swearing or use of offensive gestures. (including online)
- Prejudicial, homophobic, or racist language. (including online)
- Deliberate damage to property.
- Behaviour which creates risk or raises safeguarding concerns for other pupils or adults.
- Bullying (including online)
- Stealing
- Spitting
- Inappropriate use of technology/AI
- Unsafe behaviour.
- Significant disruption to school life and learning.

The initial stages of dealing with inappropriate behaviour and breaking of the 'Wesham Way Pupil Agreement' are addressed via the following 3 strategies, if positive redirection has been exhausted and is unsuccessful:

1) Class teachers/TA:
   Behaviour Reminders in class/playground. Reminder, reminder, note name on a clip board NOT displayed on whiteboards, (This serves as reminder for the staff member that you need to follow it up with the child after the session 1:1 or pass to class teacher if you are on duty).

2) Class teachers/TA:
   If child needs to regulate away from the classroom, because disrupting teaching and learning, then direct the child to the agreed Buddy Class/area for reflection time or to sit in classroom regulation area in another part of school/outside HT's room. Class teacher to follow up with positive redirection after the session when they return and communication with parents/carer by class teacher.

3) Attending Headteacher/Deputy Lunchtime session (away from the rest of the class) for 'Repair and Restore' time and communication with parent/carer by the Headteacher/Deputy.

All years use a model to solve any behaviour issue which includes the following process, adapted appropriately for the emotional age of the child:

- Child is spoken to at their level by an adult calmly and quickly.
- Acknowledgement of their feelings and directing to 'Regulation Station' if appropriate.
- Gathering of information.
- Re model the problem so children can understand.
- Ask for ideas and solutions and choose one together.
- Repair, restore and forgive.

Further Behaviour Support Measures:
Children are consistently and actively reminded by staff on safe behaviours and why they are necessary.

Staff will use ': –
'BEHAVIOUR FOR LEARNING POLICY STAFF SUPPORT DOCUMENT' to support:
CALM SCRIPTS

WIN SCRIPTS
BOUNDARY SCRIPTS
SAFETY SCRIPTS
DISTRACTION
EMPATHETIC COMMENTARY
REPAIRING AFTER THE CHILD HAS REGULATED.

Staff may use and record **'Restorative Conversations'** using the support prompt documents if appropriate and upload to CPOMS.

<u>If Inappropriate behaviour continues:</u>

- Teachers and TA's use a **'Behaviour Flow Chart'** to consistently apply the Behaviour for Learning Policy, and this will be discussed/shared with parents/carers of children if inappropriate behaviour is repeated in school.
- The steps taken will be applied according to the circumstances of the individual case and are not necessarily sequential depending upon the nature and severity of the case. The age and developmental awareness of the children will be factored in. School may require parental support during school hours.
- Staff will continue to monitor children's behaviour and complete records on CPOMS.
- Suspension or permanent exclusion consideration will be formed on the evidence available to the school and the inappropriate behaviour. After a fixed term Suspension, parents/ carers will meet with the headteacher/Deputy, child's class teacher and/ or the school's SENDCO to discuss ways of successfully managing the child's return.

SEND children may have these expectations clarified verbally or visually at an individual level.

- An **IPP** (Individual Pupil Plan) will be created to support the child. These will both be monitored by the Headteacher/Deputy and SENDCO. This may involve 1:1 sessions with the Pastoral TA.
- Additional support from multi-agencies may be instigated using for example.
    - Stepping Stones Outreach Support Team
    - Completion of EHA/ TAF
    - Family Health and Wellbeing Team
    - SENDCO will complete all referrals and submit all evidence.

An individual case may have other factors, particularly relating to the age, wellbeing and maturity of a child and their level of understanding. Sanctions can also be applied for conduct out of school under statutory powers.

Children who have social and emotional difficulties will need additional support. The early identification of problems and intervention is important. External agencies may need to contribute, and the school will liaise where appropriate with other educators to support school and the child/ren

<u>RESPONSIBILITIES</u>

Within our school we believe that a well-managed environment will encourage pupils to fulfil the Christian values in their own behaviour. We wish to acknowledge the responsibility of all those in the school community – all staff, governors, parents/carers and pupils in achieving this aim.

The responsibility of staff:

- To respect each individual and provide a calm environment.
- Promote the 'Wesham Way Agreements' rules of the school, classrooms and playgrounds.
- To set high standards and expect them to be reached.
- To offer children a balanced curriculum and to ensure that the work offered is differentiated to each pupil's level of learning and potential.
- To ensure that lessons are interesting, stimulating and developed with the support of the pupil and their interests.
- To ensure lessons are inclusive and take into account sensory needs, movement breaks and reduce the need for 'hands up' by using 'task don't ask' strategies in class.
- Daily use of 'Back Pack' TGMC online resources to support children's emotional regulation needs in the classroom.
- To inform parents of their pupil's educational progress and their attitude to learning.
- To use and apply restorative thinking.
- To treat each member of the school community equally regardless of race, faith, gender or sexual orientation.
- To encourage and praise good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful, well-organised and reduces cognitive overload.
- To be a positive role model by applying consistency and explicit teaching of routines.
- Ensure that pupils are appropriately supervised when moving around the school to minimise the potential for all aspects of negative behaviour.
- Hold regular Worship on themes of behaviour, respect, Christian values, British values etc.
- To work together as a team to support pupil's positive behaviour.
- To be particularly vigilant during Computing/online lessons to ensure appropriate, effective and safe children use. (Refer also the Safeguarding, Anti Bullying, Online Safety and PSHE Policies)
- To support one another as a cooperative staff team.
- To have self-discipline in emotional reactions to situations that arise and seek support from colleagues if necessary.

Responsibilities of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in the school.
- To support the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- To ensures records of all reported serious incidents of misbehavior are kept on CPOMS
- To be responsible for giving fixed-term suspensions to individual children for serious acts of inappropriate behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of suspension, the Headteacher will inform the Chair of Governors.

Responsibilities of the Governors

- To set down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.
- To support the Headteacher in adhering to these guidelines.
- To ensure the Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, governors may give advice to the Headteacher about disciplinary issues.
- To monitor inappropriate behaviour incidents.

Conduct Outside The School Gates

Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.' Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

This could include times such as:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school, whilst wearing the school uniform.
- Incidents that could have repercussions for the orderly running of the school.
- Incidents that poses a threat to another children or member of the public.
- Incidents that adversely affect the reputation of the school.

The incident will be dealt with according to its severity by the Headteacher. The following action will occur:

- The parents/carers will be contacted by the Headteacher to discuss the incident.
- The Headteacher will speak to the child/ren to ascertain the circumstances surrounding the incident.

FIXED-TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

Our school follows the Statutory guidance for maintained schools, academies and pupil referral units in England as set out in 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'.

https://assets.publishing.service.gov.uk/media/6a63426d9a419980593b2b80/suspension-and-permanent-exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-England-including-pupil-movement-effective-from-26-July-2026.pdf

(See Medlar with Wesham C of E Permanent Exclusions and Suspensions Policy)
https://www.weshamcofe.lancs.sch.uk/key-information/policies

Restrictive interventions, including use of reasonable force:

Our school adheres to the legal guidelines describing the conditions by which members of staff will use restrictive interventions.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

(See Medlar with Wesham C of E Physical Interventions Policy)
https://www.weshamcofe.lancs.sch.uk/key-information/policies

Confiscation of Items:

Our school adheres to the legal guidelines describing the conditions by which members of staff will confiscate items from children.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Monitoring and Review

- Reports to the governing body on the effectiveness of the policy are made on a termly basis, if necessary, makes recommendations for further improvements.
- The governing body receive regular analysis of behaviour issues and sanctions applied in school, identifying any patterns or trends.
- The school keeps CPOMS records concerning incidents of inappropriate behaviour. The class teachers and TA's record classroom/playground incidents. The Headteacher, Deputy and SENCO monitor all recorded incidents.
- The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
- The governing body will pay particular attention to matters of equality; it will ensure that the school abides by the DofE 'Equality Act guidance' May 2014 and that no child will be treated unfairly due to a protected characteristic of race, disability, sex, age, religion or belief, and sexual orientation.

This policy was written in consultation with staff, parents/carers, pupils, and governors.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was written in conjunction with the following policies:

- Safeguarding Policy
- Online Safety Policy
- Anti Bullying Policy
- PSHE Policy
- SEND Policy
- Equality Policy
- Physical Interventions Policy

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This policy is also written in conjunction with the following publications:

- https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- https://www.gov.uk/government/publications/behaviour-in-schools--2
- https://www.gov.uk/guidance/equality-act-2010-guidance
- https://www.legislation.gov.uk/ukpga/1998/31/contents
- https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf
- https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf

Procedures for dealing with complaints:

If a parent is not satisfied at any time with procedures regarding the reporting of or dealing with concerns/incidents of bullying then there is recourse to the Complaints Policy on our website. https://www.weshamcofe.lancs.sch.uk/policies/