

# Behaviour Policy and Governors' Statement of Behaviour Principles

## WINSLOW CHURCH OF ENGLAND SCHOOL



Approved by:	Governors	Date: February 2025
Last Reviewed on :	February 2025	
Next Review due by:	February 2026	

## Behaviour and Discipline Policy

At Winslow Church of England School, our vision is 'Let Your Light Shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'Let Their Light Shine' in a loving and inclusive community.

*"Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between children, and between staff and children."*  
(DfE 2014)

We believe in positive reinforcement and praise. Only when children feel safe and secure will they want to learn, grow socially, personally, and academically, and achieve their full potential. We believe that good behaviour needs to be carefully developed and nurtured and recognise that changes in behaviour can be an indicator, reflecting unhappy circumstances.

### Aims:

- To support the development of positive relationships that allow everyone within our school community to feel happy, safe and secure
- To enable all children to make good choices regarding their behaviour, providing positive foundations for their future lives
- To provide a uniformed framework within which all members of staff work to ensure understanding, fairness and a consistent approach across the school.
- To provide a secure, caring and positive atmosphere to support high standards of behaviour.
- To work in partnership with parents to promote the highest standards of behaviour.
- To foster self-discipline, honesty and a conscientious attitude whilst showing respect for others.
- To ensure that any consequence or reward is applied with justice and consistency.
- To ensure that bullying of any kind is thoroughly investigated, acted upon and followed up.
- To ensure that correct procedures are followed when managing racist incidents.

At Winslow Church of England School, the happiness, well-being and success of every child are of utmost importance to us. As a Church of England School, the ethos of our faith forms the foundation of our expectations for behaviour, both inside and outside the classroom. A unified, whole-school approach is essential in setting clear boundaries and fostering a positive learning environment that reflects Christian values. It is the responsibility of all staff to uphold and consistently implement this Behaviour Policy to ensure the best outcomes for every child entrusted to our care.

Guided by Christian values, we seek to nurture our children to:

- Show mutual respect to all
- Practice forgiveness
- Promote kindness
- Be honest and truthful
- Develop a love for learning

These principles directly underpin our school's Promise (outlined in Appendix 2 – Winslow Behaviour Blueprint):

We promise to:

1. **Respect** – Treat everyone fairly and with dignity.
2. **Show kindness** – Act with care and compassion toward others.
3. **Be honest** – Speak truthfully and take responsibility for our actions.
4. **Forgive** – Learn from our mistakes and give second chances.
5. **Love learning** – Stay curious and always try our best



## Rewards

The staff at Winslow Church of England School are committed to fostering appropriate behaviour through positive behaviour management strategies. Central to our policy is the emphasis on identifying, recognising, and celebrating good behaviour, positive attitudes, effort, and a genuine love for learning. We believe that children thrive when they learn by example in an environment where their achievements are acknowledged and celebrated. By consistently praising and celebrating their efforts and accomplishments, we aim to help children feel confident, valued, and inspired to succeed.

Children start each day with three Stars, symbolising a fresh start and the opportunity to make positive choices, with every effort made to encourage them to keep their stars throughout the day.

Children who demonstrate positive learning behaviours are rewarded with:

- **House Points**
  - House points are awarded to children who follow the School's Promise and demonstrate our school values.
- **Record of Achievements (ROAs)**
  - ROAs are awarded for outstanding progress and achievement in their learning.
- **Headteacher Award**
  - Certificates are awarded once children have achieved twelve ROAs. Certificates are given out during our Celebration Collective Worship.
- **Child of the Week**
  - Certificates are awarded for children who have demonstrated the school values that week and are given out in our Celebration Collective Worship.
- **Star of the Day**
  - Instant recognition for children who follow the School's Promise, demonstrate our school values or excellent academic achievement. These are awarded daily.

Photos of children's work can be shared with parents instantly via Class Dojo messaging.

## Consequences

To maintain a positive learning atmosphere, adults may have to discipline children whose behaviour falls below our expected standard.

- Adults may discipline children for misbehaviour when the pupil is:
  - taking part in any school-organised or school-related activity
  - wearing school uniform or is in some other way identifiable as a pupil at the school.
- Even if these conditions do not apply, children may be disciplined if their behaviour:
  - could have repercussions for the orderly running of the school,
  - poses a threat to another pupil, member of staff or member of the public, or
  - could adversely affect the reputation of the school.

The head teacher may also consider whether it is appropriate to notify the police. If a pupil is behaving inappropriately or not following the School's Promise they will firstly be encouraged or reminded to refocus. These strategies include, but are not limited to:

- A look which says 'I am aware of and disapprove of your behaviour'
- Move within physical proximity to the pupil
- Mentioning the pupil's name while teaching
- Focusing on the appropriate behaviour of others, commenting and rewarding their behaviour
- Talking quietly to the pupil in question
- Offer movement breaks where necessary

If the above strategies do not have the desired effect, the pupil will be given a 'verbal warning' and reminded of the consequence. This is an important first step as it gives the pupil the opportunity to choose a more appropriate behaviour. If the behaviour persists, 'Stars may be lost.

Loss of 'Stars' may result in loss of break or lunchtime or time out of class; in some cases, internal isolation. The loss of 'Stars' are reported to parents where appropriate (see Appendix 3 –consequence flow chart).

When applying consequences, adults will be sure to: -

- be clear about the action that is resulting in a consequence
- avoid confrontation
- avoid group punishments
- speak calmly

Staff will use de-escalation scripts which are designed to give the children space and time and diffuse any tensions. Any element of this script may be chosen as an appropriate response to behaviour presented.

- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and...
- I have noticed that...
- ----- is on task...

De-escalation strategies employed in Winslow Church of England School are a result of Step-On training. Steps is not an acronym but was drawn from Norfolk Children's Services inclusion statement:

- *'The process of taking necessary **steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'* (see Appendix 4 for more detail).

### **Playtime and Lunch Break**

Our Behaviour Policy will apply at all times of the school day and our Learning Support Assistants (who supervise children at lunchtimes) will expect the same standard of behaviour from everyone. Children should behave in an orderly manner during lunchtime just as they would during the teaching sessions.

We have recently introduced playground buddies to support children during playtimes by fostering inclusive play and encouraging positive interactions among peers. They help regulate behaviour by modelling kindness, resolving minor conflicts, and promoting a safe, respectful playground environment.

*All behaviour incidents and consequences are recorded using CPOMS by the adult that issued the consequence and analysed termly by the Senior Leadership Team.*

## Reflection and Restorative Justice

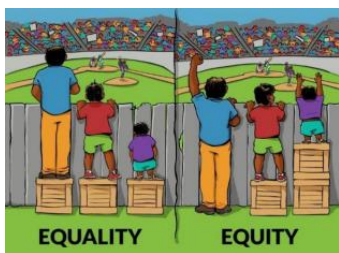
Following a consequence, the staff at Winslow will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Children are given the opportunity to reflect on their behaviour and choices made during a break or lunchtime. The child will work with an adult and complete a *Reflect and Reset Sheet* (See Appendix 5) where they are encouraged to recognise the impact of their behaviour on themselves and others as well as think of a way forward to prevent future incidents.

All staff will use the same restorative questions and carry these on their lanyards. These include:

- What happened?
- What was happening before?
- What were you thinking at the time?
- What are you thinking now?
- How did this make you and others feel?
- What can you do to put this right?
- What will you do different in the future?

We understand that each child's circumstances are unique and that achieving equitable outcomes may require different or additional resources. Consequently, depending on the specific needs of the child or children involved, the response to a situation may vary between individuals. This approach aims to help the child gain a clearer understanding of the impact of their actions. For instance, some children might benefit from extra time to reflect, or a one-on-one conversation with an adult.



### Good equity results in Equality

We support our children to be resilient and in control of their emotions when faced with adversity. We adopt the DEBUG strategy. The DEBUG System assists children in establishing boundaries, becoming assertive and promoting self-management.

1. D – Decide to ignore.
2. E - Exit, walk away.
3. B – Be friendly, use friendly words.
4. U – Use firm talk (no shouting).
5. G - Get adult help.

We also encourage our children to recognise how they're feeling and use Zones of Regulation. The zones are designed to make the understanding of emotions simpler and are sported into four colours.

The **ZONES** of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Where a child is in the Red Zone, adults should utilise the De-escalation script in our Winslow Blueprint (see appendix 2)

Other Interventions, such as social stories (KS1 or children with SEND or ACE), may be used to provide an educational consequence.

## **Early Years**

In our Early Years setting, the role of the adults is to explain, model and ensure all children understand the expectations of the classroom with regards to behaviour, by promoting emotional, social and cognitive skills in young children. We believe that restorative practices enable this.

EYFS staff encourage the development of 'positive behaviour' such as:

- Emotional Intelligence: Promoting the management of feelings with links to zones of regulation.
- Social skills: Encouraging children to form positive, respectful relationships with their peers and adults.
- Cognitive skills: increasing self-confidence and self-awareness to develop reasoning and problem solving.

In Early Years common behaviours such as: biting, pushing, hitting, pinching and scratching are seen due to children's lack of developmental understanding of appropriate behaviour and the children sometimes find it difficult to distinguish between game play and harm.

With our pre-school children, time out is not used. Adults will ask the children to play alongside them (inside or outside) until the child is calm. In Reception time-out may be used and for no longer than five minutes.

During this time, adults will speak briefly, clearly and firmly to the child to explain that they have made the wrong choice and discuss how it has made themselves and others feel. Children are reminded of the Golden Promise.

### **Reasonable Adjustments for Individual Need:**

The staff at Winslow Church of England School recognises that all behaviour is communication. The behaviour itself can be positive, negative or apathetic our role is to understand that behaviour and decipher what the pupil is trying to tell us.

At Winslow we use the four functions of behaviour to analyse what the child is trying to communicate, these are:

- Sensory
- Tangible
- Escape
- Attention/connection

Once the behaviour has been identified, we are able to support the child proactively in order to meet their individual needs in a positive way.

Changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil's behaviour choices may be linked to having suffered, be suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

Children who have experienced Adverse Childhood Experiences (ACEs) may also display attachment seeking behaviours which will be taken into consideration when following the Behaviour Policy. It must be acknowledged by all staff that these behaviours are a tool of communication, and children who are dealing with ACEs will be more prone to emotional reactivity. ACEs can have lasting, negative effects on health, well-being and opportunity and this must be taken into consideration when considering next steps with regards to behaviour. In such circumstances, our internal pastoral support will work with individuals to help to improve their mental health and well-being with targeted interventions specific to the child's needs.



It is also important to note that reasonable adjustments for disabled children and children with special educational needs (SEND) will also be acknowledged as a legal duty (Equality Act 2010). Staff are to look out for likely triggers of poor behaviour and put in place support to prevent these from occurring. In the first instance, staff will analyse the behaviours using a behaviour tracker and completing a Roots and Fruits analysis (Appendix 6) and in such circumstances, a PIP (Positive Intervention Plan) may be drawn up with specific individual targets in liaison with the SENDCO and Behaviour Lead. Children on a PIP will be monitored closely, and school and home will work together on the use of praise and positive reinforcement to support the children in making the correct choices.

### **Use of Reasonable Force (see separate policy)**

The school follows the guidance detailed in the DFE document 'use of reasonable force'. To maintain safety and welfare of our children, it might be necessary to use reasonable force as permitted by the law.

- Where reasonable force is required, support will be called from the fully trained (Step-Up) team within school. **Contact will be employed if trained staff are willing; child will be escorted to the Calm Room and parents will be phoned.**
- Following an incident where reasonable force is required, the staff involved should document the incident and inform the Headteacher, record in the Bound and Numbered Book and recorded on CPOMS.
- Any illegal items found, such as pornography, drugs, weapons and knives will be given to the police.
- Items may be confiscated if they are:
  - causing harm
  - dangerous
  - impeding learning
  - against school rules (mobile phones)

The Headteacher will decide when confiscated items are returned.

### **Persistent Poor Behaviour - Positive Behaviour Trackers**

If a pupil is consistently struggling to regulate their behaviour, they will be placed on a Positive Behaviour Tracker (Appendix 7) which will monitor their behaviour across each part of the day. Children on Behaviour Trackers will be monitored closely, and school and home will work together on the use of praise and positive reinforcement to support the pupil in making the correct choices.

Trackers are adjusted to meet individuals' needs. SENDCOs will take the lead on any pupil with an EHCP regarding this process and class teachers will inform parents of their child's progress throughout this process. Trackers go up in three levels, Positive, Difficult and Dangerous. These behaviours are, but not limited to:

#### **Green** - Positive behaviours

- Following adult instructions
- Completing work (to a reasonable amount)
- Talking calmly to adults and peers
- Kind words to other children and adults
- Sensible game play during break and lunchtimes

#### **Amber** – Difficult behaviours

- Refusal to engage with tasks
- Refusing help/support from adults
- Refusing to follow adult instructions
- Unkind words to peers or adults
- Raised voice in class and during playing with friends
- Unfair play, such as shouting and snatching during games such as football and other ball games

## Red – Dangerous behaviours

- Continuous refusal to follow adult's instructions
- Physical behaviours in the classroom and playground (rough play during breaks and climbing over furniture in the classroom)
- Use of derogatory language

Once a pupil has completed mostly green over the agreed period, a conversation will be held with child, the child's parents and class teacher to see how they would like to proceed and discuss any further support they feel might be needed. For example, a child might choose to continue using a tracker if they feel it helps them to regulate their behaviour more effectively.

Arrival	Morning Work	C/W	Maths	Spellings	Break	English	Book Talk	Lunch	Canteen	Canteen	Home time

Children who are supported by outreach services, such as the Buckinghamshire Pupil Referral Unit (PRU), may receive additional consequences and rewards.

Signature of member of SLT \_\_\_\_\_ Date \_\_\_\_\_

## (Behaviour Trackers - see appendix 7)

### Exclusion Arrangements:

- Exclusion is only used as an ultimate consequence. If the behaviour of any pupil is deemed to seriously infringe aspects of school policy, or if allowing such a pupil to remain in school would be detrimental to the education or welfare of that pupil or others, the Headteacher may make the decision to exclude the pupil concerned.
- Exclusions are the decision and responsibility of the Headteacher only (or a Deputy Headteacher in the Headteacher's absence). The framework for the exclusion of children is based on the latest Buckinghamshire County Council, 'Exclusions Guidance'.
- The Headteacher may make the decision to suspend a pupil for a fixed period, in line with the Local Authority Guidance. The Headteacher may also exclude a pupil permanently. (Please refer to Bucks Exclusions Guidance – August 2018).
- The Headteacher who excludes a pupil should make sure the parent is notified immediately, ideally by telephone, and that the telephone call is followed by a letter by the end of the day. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Pupil Discipline Committee of the Governing Body. The school informs the parents how to make such an appeal.
- The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any Fixed Term suspensions.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period set by the Headteacher.
- The Governing Body has a Pupil Discipline Committee that is made up of three 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 or Local Authority, and consider whether the



pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

### **Sexual Violence and Sexual Harassment**

We recognise that sexual violence and sexual harassment could happen at Winslow Church of England School, and we are therefore determined to address any inappropriate behaviour to ensure everyone is respected and feels safe in our school. We operate a zero-tolerance approach; sexual violence or harassment is never acceptable and will not be tolerated or downplayed.

We recognise that different groups of children may be more vulnerable to abuse than their peers, including SEND children, LGBT, CP/CIN or CLA and that sexual harassment may occur online as well as offline, in school or outside school, between children of the same sex or opposite sex.

Our approach to Sexism and Sexual Harassment is part of a broader approach to safeguarding. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

To minimise the risk of any child-on-child abuse taking place, we:

- Deliver RE/RSE/PSHE to include teaching children about how to keep safe and understanding what acceptable behaviour looks like (SCARF Scheme of Work).
- Use lessons and assemblies to help children understand in an age-appropriate way, what abuse is and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- Ensure that children know that all members of staff will listen to them if they have concerns and will act upon them.
- Have systems in place for any pupil to be able to voice concerns.
- Develop robust risk assessments if appropriate.

As with all safeguarding concerns, our staff will report a concern on CPOMS and then report directly to the DSL who will deal with the incident in line with DfE Guidance. (This includes seeking additional support from Early Help, Children's Social Care or the police as appropriate). Where there has been any report of sexual violence or sexual harassment, immediate consideration will be given as to how best support and protect both victim and alleged perpetrator (and any other children involved or impacted).

At Winslow Church of England School, we recognise that taking disciplinary action whilst still providing appropriate support are not mutually exclusive actions; they can and should take place at the same time if necessary.

### **Bullying, including cyber-bullying (please refer to Pupils' Anti-Bullying Policy and E Safety Policy).**

Teachers should also note any changes in behaviour, including learning habits, as potential indicators of a change in the child's circumstances, for example: bullying or abuse (as set out in our Safeguarding Policy). Once an accusation of bullying has been made, it will be investigated promptly and fully involving all parties.

Once an allegation of bullying is verified, teachers should:

- Report it to the Headteacher as the Designated Safeguarding Lead.
- If proven to be persistent and severe (causing significant distress and impeding learning), the Headteacher will take over managing the situation and put in place appropriate consequences, as well as exploring potential indicators behind the perpetrator's behaviour.
- If proven to be in its infancy, the class teacher should speak to the children involved, taking notes and monitor the situation.
- If the situation persists, Deputy Headteacher and parental involvement is required.

**Protected Characteristics and other groups: Race and faith (including Gypsy, Roma and Traveller), appearance related, Looked After Children, Young Carers, MHWB, Disability, SEND, Gender, LGBTQ+ or Homophobic Discrimination.**

Winslow Church of England School treats everyone fairly and as individuals. Any kind of discrimination will **not** be tolerated (i.e. using someone's cultural heritage, social circumstances or the colour of their skin against them, or homophobic language)

As soon as an incident occurs, it should be reported to a member of the SLT. Each case will be dealt with individually according to our consequences chart (see Appendix 2).

**Extremism:**

Extremism can be defined as *“holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”*.

Through our diverse PSHE, Citizenship and Religious Education curriculums, we are proud of our ethos and values, which promote respect for others. We use teaching styles and provide curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

Please refer to Page 8 of the DfE 'Learning Together to be Safe' document

[http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together\\_bkmk.pdf](http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf)

Where a family is suspected of extremist behaviour, our school will:

- contact the PREVENT team,
- understand motivations through discussions with families and relevant political or religious leaders,
- promote human rights and legal protection – freedom of speech and due process to raise grievances,
- and ensure personal support is in place for staff and children most affected by any incidents.

Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies, including the PREVENT Team,
- educational psychology service support for school leaders in responding to incidents,
- individual pupil case work,
- corporate services for media management,
- and human resources support for staff issues.
- 

**Behaviour outside of school (see consequences):**

- The school behaviour policy also applies outside of school where children are taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as part of our school.
- Even if these conditions do not apply, children may be disciplined if their behaviour:
  - Could have repercussions for the orderly running of the school, or
  - Poses a threat to another pupil, member of staff or member of the public, or
  - Could adversely affect the reputation of the school.

**When to involve outside agencies in supporting children' behaviour:**

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. An initial conversation with the SENDCo and the Head teacher is necessary at this point.

**The role of the Governors (see also Governors Statement of General Principles of Behaviour):**

- The Governing Body has the responsibility of setting down the policy for standards of behaviour and discipline and for reviewing its effectiveness. The Governors support the Headteacher in carrying out the policy.
- The Governing Body has the responsibility to ensure that they identify Governors (x 3 in line with the policy) to carry out their statutory responsibilities as members of the Pupil Discipline Committee.

- The Headteacher has the day-to-day authority to implement the school's Behaviour and Discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

#### **The role of the Headteacher:**

- It is the responsibility of the Headteacher to implement the school's Behaviour and Discipline Policy consistently throughout the school, and to report to governors, when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of the whole school community (staff and children).
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

#### **The role of staff (including all learning support staff and lunch time supervisors):**

It is the responsibility of all staff to ensure the behaviour policy is followed consistently across the school. Core values and the Golden Rules must be displayed and promoted in every class. A copy of the school's Blueprint must be displayed in classrooms.

All staff must treat each child fairly, consistently and promote high expectations for work and behaviour.

#### **The role of the pupil and the parent:**

- Children of Winslow Church of England School should demonstrate the highest levels of positive behaviour and recognise when their behaviour is not in line with the school values.
- As a Christian school, we promote forgiveness and respect when dealing with behaviour that falls below our expectations. Our children know what they need to do if they make a mistake and learn from excellent role models.
- The school works collaboratively with parents, so children receive consistent messages about expected standards of behaviour in school. All parents and children are invited to complete a questionnaire about behaviour on an annual basis.
- Children and parents both sign the Behaviour Agreement.
- A copy of the policy is on the school website; paper copies are available.
- The school expects parents to fully support their child's learning and to cooperate with the school, as set out in the agreement regarding the behaviour management system. We endeavour to build a supportive dialogue between the home and the school, and we inform parents promptly if we have any concerns about their child's welfare.
- If the school has to use consequences as set out in the policy, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should arrange to discuss their concerns in an interview with the Headteacher. If this does not resolve the concern, a parent should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.


## **Appendix 1: Governors statement of behaviour principles**

### **Governors' written statement of behaviour principles**

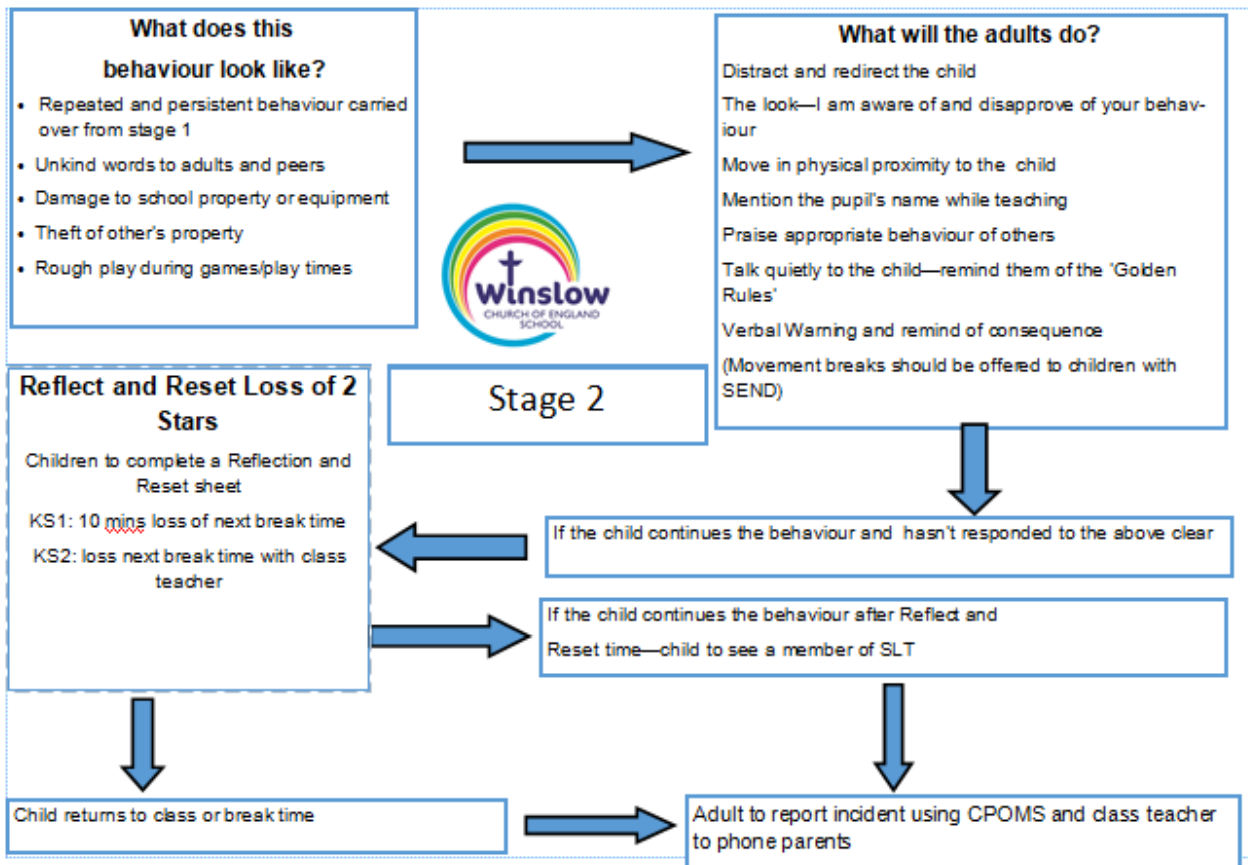
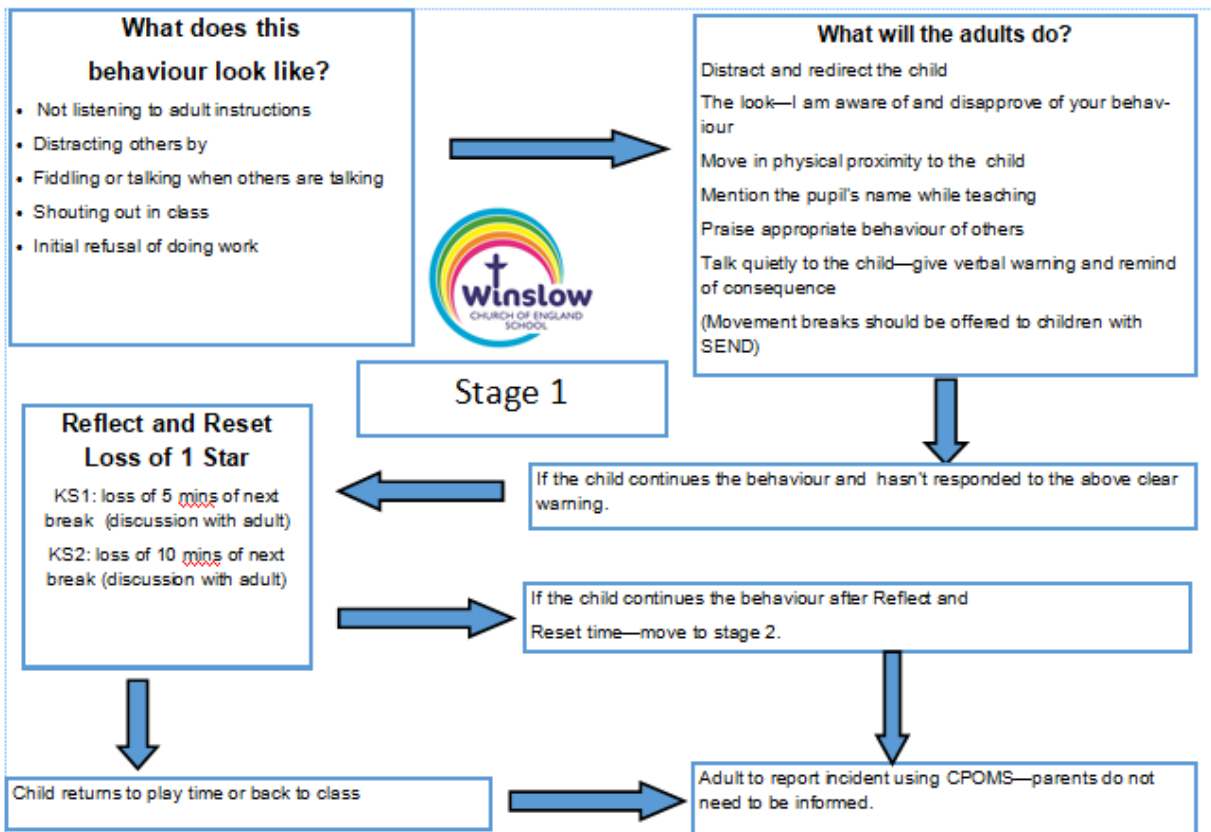
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers always set an excellent example to children.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by children and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Children are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and children' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

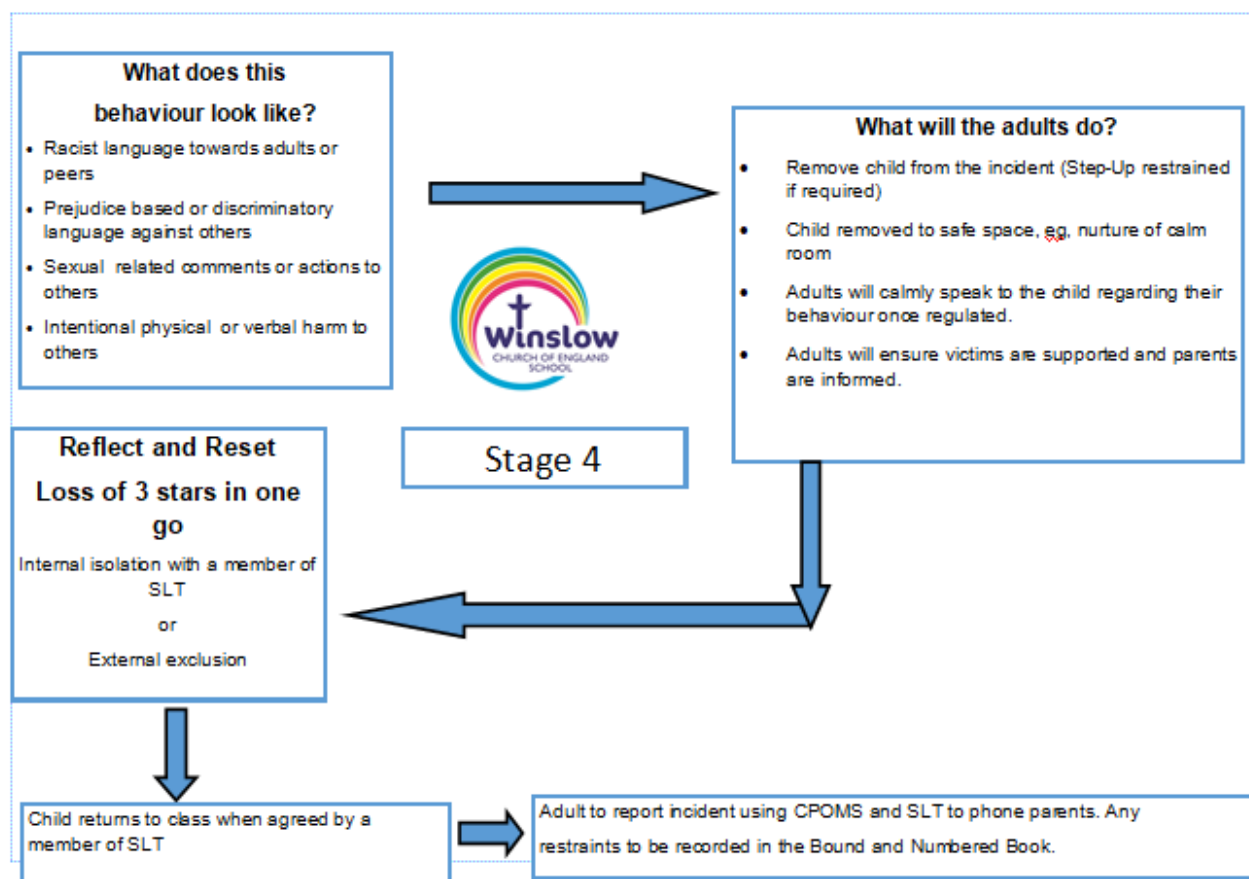
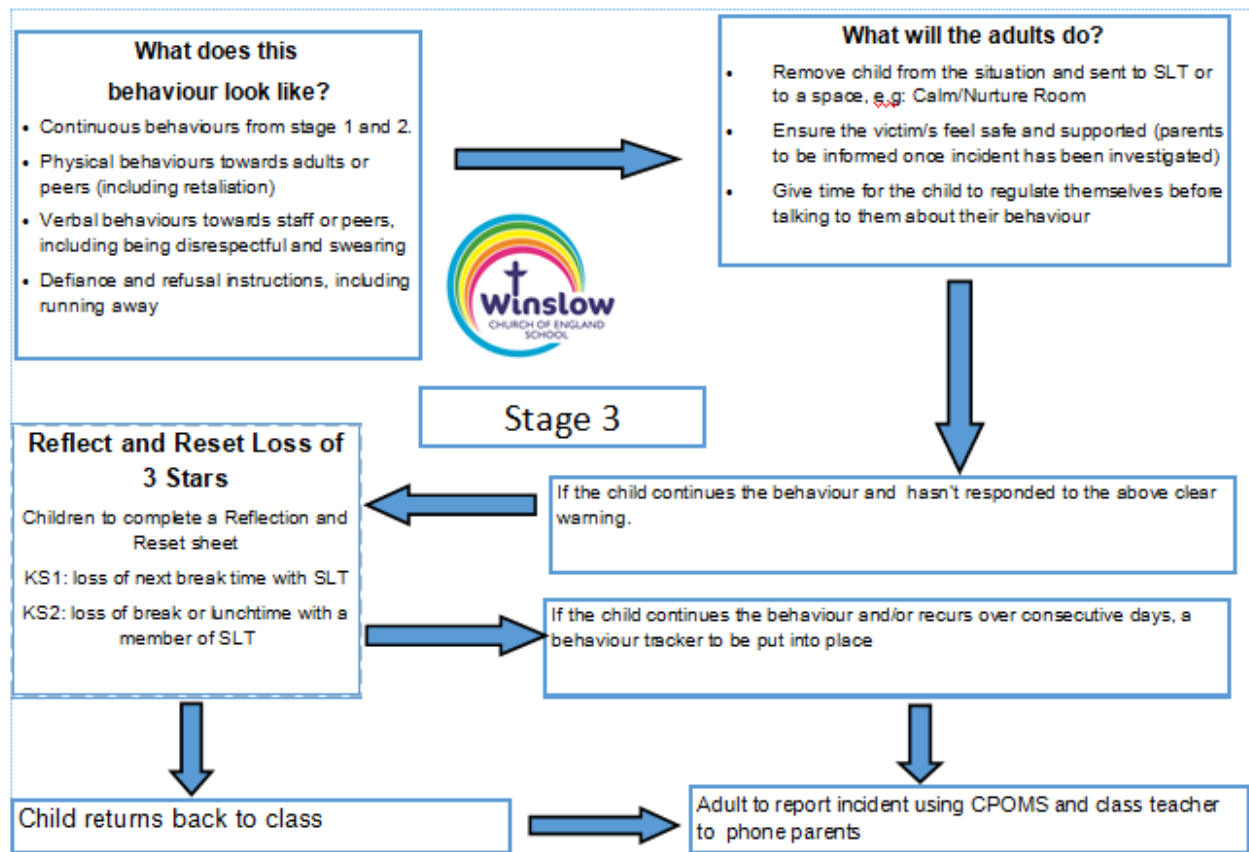
This written statement of behaviour principles is reviewed and approved by the full governing board every three years.

	<h1 style="text-align: center;">Winslow Church of England School Behaviour Blueprint</h1>	
<p style="text-align: center;"><b>Adult Behaviour</b></p>	<p style="text-align: center;"><b>Our Promise</b></p>	<p style="text-align: center;"><b>School Rewards</b></p>
<ul style="list-style-type: none"> <li>• Meet and greet with a smile</li> <li>• Be calm, consistent and fair in our language, our actions and our responses</li> <li>• Recognise first the behaviour and conduct that is good</li> <li>• Remain focused on positive relationships with all pupils</li> <li>• Understand the function of behaviour and apply strategies to meet those needs</li> </ul>	<p>We promise to:</p> <ol style="list-style-type: none"> <li>1. <b>Respect</b> - Treat everyone fairly and with dignity</li> <li>2. <b>Show Kindness</b> – Act with care and compassion towards others</li> <li>3. <b>Be Honest</b> – speak truthfully and take responsibility for our actions</li> <li>4. <b>Forgive</b> - Learn from our mistakes and give seconds chances</li> <li>5. <b>Love to Learn</b> – Stay curious and always try our best</li> </ol>	<ul style="list-style-type: none"> <li>• Personal praise</li> <li>• House points for displaying School Values</li> <li>• Record of Achievement (Head Teacher Award)</li> <li>• Child of the Week</li> <li>• Star of the Day</li> <li>• Work displayed on Class Dojo</li> </ul>
<p style="text-align: center;"><b>Stepped Consequences</b></p>	<p style="text-align: center;"><b>De-Escalation Script</b></p>	
<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Verbal Warning</li> <li>• Time Out/loss of break time (<i>loss of golden stars</i>) -restorative practice</li> <li>• Internal exclusion with a member of SLT</li> <li>• Letter/phone call home</li> <li>• Suspension</li> <li>• Fixed Term Exclusion</li> </ul> <p><i>Where appropriate, the consequence applied may be escalated out of step to reflect the severity of the behaviour seen.</i></p>	<ul style="list-style-type: none"> <li>• Use the pupil's name</li> <li>• Acknowledge their right to their feelings - <i>'I can see something has happened', 'I can see that something has upset you'</i></li> <li>• Tell them why you are there – <i>'I'm here to help/listen'</i></li> <li>• Offer help – <i>'Talk, and I will listen',</i></li> <li>• Offer a get out – <i>'I wonder if you were feeling...', 'Come with me and we can ...', 'Let's go somewhere quiet and you can tell me....', 'I need some help with an important job, can you please help me with it'</i></li> </ul> <p style="text-align: center;"><b>Restorative Questions</b></p> <ol style="list-style-type: none"> <li>1. What has happened?</li> <li>2. What were you thinking at the time?</li> <li>3. Who has been affected by the actions?</li> <li>4. How have they been affected?</li> <li>5. What needs to be done to make things right?</li> <li>6. How can we do things differently in the future?</li> </ol>	

### Appendix 3: Consequence flow charts







#### **Appendix 4. Step On- De-escalation Principles**

- Understanding the importance of ethos and policy
- Understanding the importance of consistency
- Understanding internal and external discipline
- Understanding the importance of relationships
- Understanding conscious and subconscious behaviour
- Understanding the therapeutic approach, 'experiences, feelings and behaviour'
- Understanding the language of de-escalation
- Understanding the need for planning
- Understanding punishment and consequences
- Understanding 'duty of care' around harm
- Understanding safe and appropriate physical intervention strategies
- Understanding the importance of restorative approaches and conflict resolution

# Reflect and Reset - KSI



What happened?

How were you feeling?



Angry



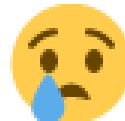
Confused



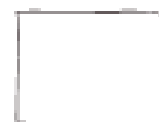
Scared



Frustrated



Sad

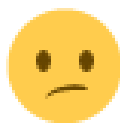


something else

How were they feeling?



Angry



Confused



Scared



Frustrated



Sad



something else

What can we do now?



Say sorry



Share ideas



Make a plan



Something else

We have agreed to:

Date:

Sign:

# Reflect and Reset - KS2



What happened?

How were you feeling?



Angry



Confused



Scared



Frustrated



Sad

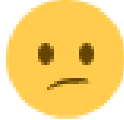


something else

How were they feeling?



Angry



Confused



Scared



Frustrated



Sad



something else

How did my actions affect others?

---

---

What can I do to make it right?

---

---

In the future, I have agreed to:

---

---

Date:

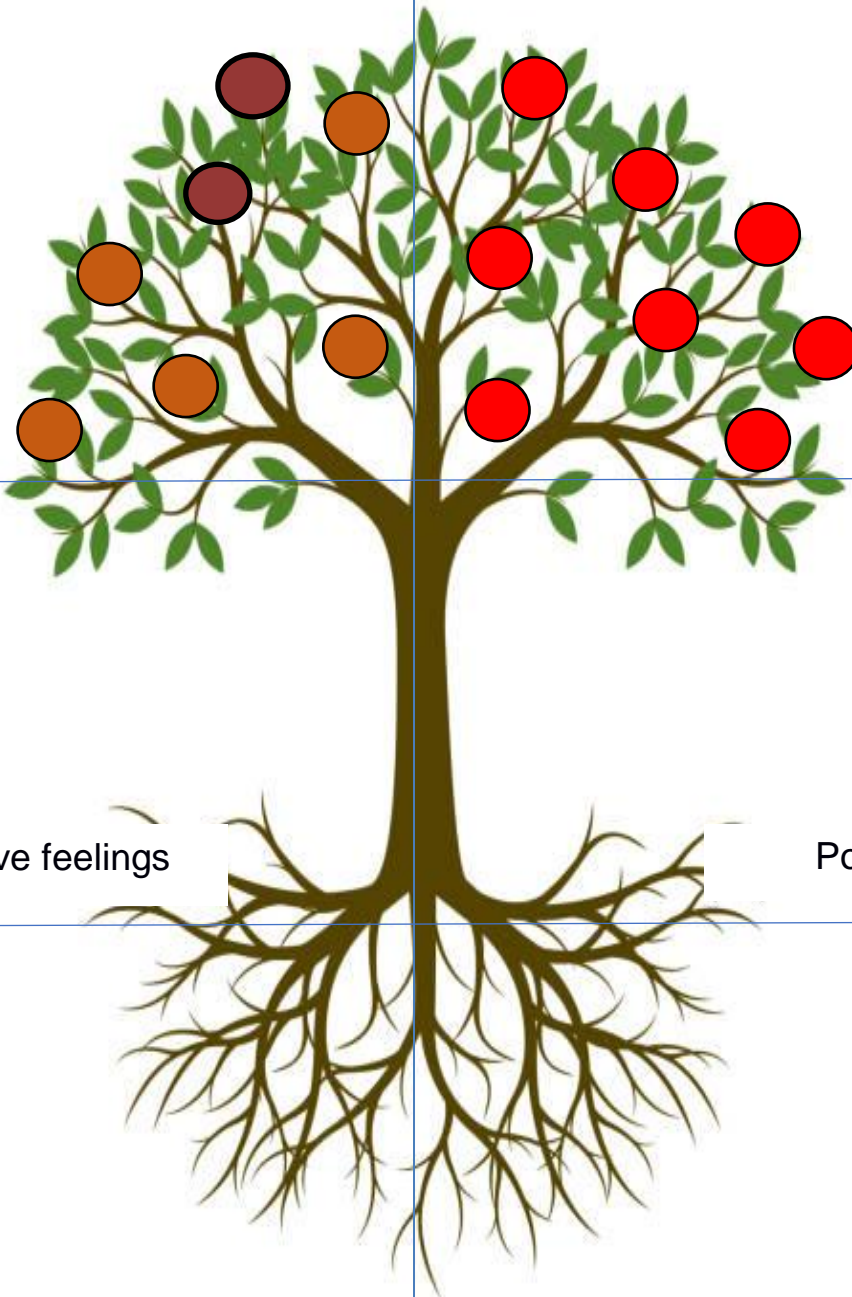
Sign:

## Roots & Fruits Analysis

Pupil's name:	
Who contributed to this analysis?	
Date of review:	

Negative behaviour

Positive behaviour



Negative feelings

Positive feelings

Negative experiences

Positive experiences

