



BEHAVIOUR PRINCIPLES

Whaddon School is a Church of England First School. As such, the Governing Body believes that the Behaviour Policy should be underpinned by the Christian ethos of and vision for our school. We are committed to creating a positive, safe and nurturing Christian environment, where all members of the school and wider community will be respected and valued. Opportunities will be put in place to help everyone grow and reach their full potential.

WISDOM ENDURANCE COMPASSION are our school values which guide our children's behaviour:

The Wisdom to learn from their experiences and then to use this knowledge wisely to develop good relationships with others

Compassion to understand the way their actions affect their classmates so they strive to ensure they create happy and friendly feelings through these actions

Endurance to create not only positive learning behaviour but also loyalty and to keep trying to be the best Christian they can possibly be.

Contents of the Policy

The Behaviour and Discipline Policy, based on Christian values, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

The Behaviour and Discipline Policy should include the following:

- The school's expectations, core values
- Examples of behaviour to be encouraged
- Examples of inappropriate and unacceptable behaviour
- A clear explanation of the systems of consequences
- Rewards
- An outline of Exclusion procedures (as presented fully in the Exclusion Policy).

Statement in Practice

Intrinsic Motivation

The Governors actively support staff in their approach:

'Here at Whaddon School we model and praise the Christian behaviour that we want the children to learn. If a child makes an unwise decision or a situation culminates in them acting first then thinking later, we discuss and support the child so they may realise why that wasn't a good choice and we help them to rectify the situation. They learn from this approach and rarely make the same mistake twice. We also work with our parents to ensure a consistent approach and to ensure we have full understanding of each situation. Children don't attend school just to learn how to read and write, they also learn how to make good choices, get along with others and develop into strong, resilient, kind individuals. The adults who work with the children have an important role in teaching and shaping our children, this guides our every word, action and interaction throughout the day.'

Extrinsic Motivation

It is recognised that the application of rewards must have regard to the individual situation and individual pupil, and that the school is expected to exercise discretion in their use.

The Governors expect the Behaviour and Discipline Policy to be followed in accordance with their responsibilities under equality legislation: for example, by making reasonable adjustments to its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

Specific Guidance

The Governing Body is aware of its statutory duty to provide clear advice and guidance to the Headteacher in respect of the following: teachers' powers to investigate and to then discipline pupils only in exceptional circumstances. The Governors advise that for the protection and safety of the whole school community the procedures should be carried out only in accordance with the specific guidance issued by the DfE. It is recommended that training be provided to the staff, to assist them on the rare occasions when it may become necessary to exercise these powers. This statement has been drawn up by Governors in consultation with staff, parents and pupils.

The Governors believe that it is by working together that we will encourage children to reach their full potential, and become independent, contributing and responsible members of society.