Court de Wyck Church School
Behaviour Procedures

Introduction

This procedure outlines how Court de Wyck Church School implements the Bath and Wells Multi Academy Trust Behaviour Policy. Our behaviour culture is underpinned by our vision:

Growing Together, Belonging and Achieving

We aim to create a calm, safe and inclusive environment where all pupils can flourish academically, socially and emotionally.

Positive Behaviour for Learning is taught through:

- The school rules
- Christian values
- The RSHE curriculum
- Growth Mindset approaches
- Zones of Regulation
- Our behaviour curriculum

School Rules

All adults and pupils are expected to follow three simple school rules:

Be Ready

- Arrive ready for learning.
- Listen and follow instructions.
- Move purposefully around school.
- Be ready to participate and learn.

Be Respectful

- Use kind words and actions.
- Respect others' opinions.
- Look after property and the environment.
- Demonstrate good manners.

Be Safe

- Make choices that keep everyone safe.
- Move calmly around school.

- Use equipment appropriately.
- Seek support when needed.

These expectations apply throughout the school day, including classrooms, collective worship, lunchtimes, educational visits and extra-curricular activities.

Creating a Positive Behaviour Culture

At Court de Wyck, positive behaviour is explicitly taught, modelled and celebrated.

Meet and Greet - All children are welcomed positively by staff at the classroom door each morning and throughout the day. Adults make every effort to establish positive relationships and ensure every child feels seen, valued and ready to learn.

Positive Recognition -Staff actively identify and publicly recognise positive choices and behaviours. We recognise and celebrate positive choices, helping children to understand and repeat behaviours that contribute to a successful learning environment.

Wonderful Walking -All staff model and reinforce Wonderful Walking around the school.

Children are expected to:

- Walk calmly and quietly.
- Respect learning environments.
- Demonstrate pride in their school.

Playtime and Lunchtime Routines

Two whistles are used:

First whistle: Stop and stand still.

Second whistle: Walk calmly to class lines using Wonderful Walking.

This consistent approach helps maintain a calm and orderly environment.

Calm Communication

All interactions between adults and pupils should remain calm, respectful and professional.

Adults:

- Avoid confrontation.
- Use de-escalation strategies.
- Maintain regulated responses.
- Model respectful communication at all times.

Class Behaviour Agreements

Each class develops and displays a class contract linked to:

- School rules
- Christian values
- Age-appropriate expectations

These are reviewed regularly with pupils.

Roles and Responsibilities

All staff will:

- Model expected behaviours.
- Promote the school rules consistently.
- Meet and greet pupils positively.
- Use calm communication.
- Recognise positive behaviours daily.
- Conduct restorative conversations following incidents.
- Support pupils to make positive choices.
- Follow this procedure consistently.

Class teachers are responsible for:

- Establishing high expectations.
- Teaching and reinforcing behaviour expectations.
- Managing behaviour within their classroom.
- Communicating concerns with parents.
- Maintaining behaviour records and monitoring behaviour patterns.
- Seeking support when concerns persist.
- Developing Individual Behaviour Support Plans where required.
- Liaising with external agencies when appropriate.

Where low-level disruption becomes persistent, teachers will contact parents and work collaboratively to secure improvements.

Teaching assistants will:

- Support implementation of school expectations.
- Treat all children fairly and respectfully.
- Communicate behaviour concerns to class teachers promptly.
- Support behaviour plans and interventions.
- Promote positive relationships and conduct.

School Meal Supervisory Assistants and Sports Coaches will:

- Promote Be Ready, Be Respectful, Be Safe.
- Actively engage with children.
- Model positive behaviour.
- Use calm and consistent responses.
- Recognise positive behaviour through raffle tickets and the outdoor Recognition Board.
- Communicate behaviour incidents to class teachers by the end of afternoon registration.

The Headteacher is responsible for:

- Ensuring consistent implementation of behaviour systems.
- Supporting staff with behaviour management.
- Analysing behaviour records.
- Working with families and external agencies.
- Making decisions regarding suspensions and exclusions in line with Trust policies.

Parents and carers are expected to:

- Support the school rules.
- Promote respectful behaviour.
- Work collaboratively with school staff.
- Encourage independence and self-regulation.
- Follow the BWMAT Parent, Carer and Visitor Code of Conduct.
- Respect school procedures and decisions.

Recognition and Rewards

Positive behaviour is celebrated through:

- Verbal praise
- Stickers and certificates
- Raffle tickets
- Crew Awards
- Headteacher Awards
- Bee Proud notes
- Positive phone calls home
- Positive conversations with parents
- Copies of work sent home
- Hot Chocolate Friday

Recognition focuses on effort, kindness, resilience, responsibility and consistently meeting school expectations.

Responding to Behaviour

Staff use a proportionate response to behaviour incidents.

Step 1: Reminder

A reminder of expected behaviour.

Step 2: Redirection

The child may be:

- Reminded of school rules
- Given an opportunity to reset behaviour
- Moved within the classroom if appropriate

Step 3: Consequence

The adult will:

- Use the school's 30-second script
- Reiterate expectations
- Apply an appropriate consequence

Possible consequences include:

- Missing part of breaktime
- Missing part of lunchtime
- Reflection time
- Completing missed learning

Step 4: Senior Leadership Support

The pupil may:

- Spend a short period with a member of SLT.
- Spend time with the Headteacher.
- Participate in a restorative conversation.

Persistent Behaviour Concerns

Where concerns continue:

- Parents will be contacted.
- Behaviour patterns will be reviewed.
- Additional support will be considered.

An Individual Behaviour Support Plan may be implemented.

This may include:

- Individual targets.
- Regulation support.
- Adapted provision.
- Enhanced communication with home.
- Outside agency involvement.

Restorative Practice

Where relationships have been affected, restorative conversations with the use of the Reflective Book will take place once the child is calm and regulated.

The purpose is to:

- Take responsibility.
- Repair harm.
- Rebuild relationships.
- Support better future choices.

Serious Behaviour Incidents

Serious incidents include:

- Physical aggression
- Threatening behaviour
- Bullying
- Discriminatory language or actions
- Deliberate damage to property
- Persistent defiance
- Behaviour that compromises safety

These incidents will be recorded on Arbor and investigated by senior leaders.

Unsafe Behaviour

If behaviour becomes threatening, abusive or dangerous:

- The immediate safety of pupils and adults takes priority.
- The class teacher may evacuate the classroom.
- SLT will be contacted immediately.
- The incident will be recorded and reviewed.

Suspensions and Permanent Exclusion

Suspensions and permanent exclusions will only be considered where necessary and will be implemented in accordance with:

- BWMAT Behaviour Policy
- DfE statutory guidance

Recording and Monitoring

Behaviour incidents are monitored by school leaders to identify:

- Patterns and trends.
- Individual support needs.
- Effectiveness of interventions.
- Equity across different groups of pupils.

Behaviour information informs school improvement planning and helps ensure all pupils receive the support they need.

Appendix A: 30-Second Script

The following script is used to ensure a consistent approach across the school. It should be delivered calmly, respectfully and privately wherever possible. The aim is to remind the child of the expected behaviour, reinforce positive choices they have made previously and then allow them time to respond positively.

I noticed that you are... *(wandering around the classroom, distracting others, calling out, not following instructions).*

This means you are not following our rule to... *(Be Ready, Be Respectful or Be Safe).*

You have chosen to... *(miss the first two minutes of playtime/complete your work at breaktime/move seats).*

Do you remember when you... *(focused well during maths, showed kindness to a friend, earned a Crew Award for being a positive role model)?*

That is the behaviour I need to see from you today.

Thank you for listening.

Appendix B: Challenging Behaviour Script

The following sentence stems support adults to respond to more challenging behaviour in a calm, consistent and respectful manner.

- I need to see you... *(following the agreed routine / making a safe choice / returning to your learning).*
- I expect... *(your table to be tidied in two minutes / you to walk safely to the line).*
- I know you can... *(make a better choice / complete this task / put the equipment away safely).*
- This behaviour is... *(disruptive / unsafe / disrespectful).*
- I am here to help you succeed.
- I am not leaving. I care about what happens.
- Take a moment to think. What could you do differently?
- What do you think you can do to avoid this happening again?
- Thank you for... *(walking away, calming yourself, listening, making a positive choice).*
- I have heard what you have said. Now I need you to... *(move to the reflection area / rejoin the group / continue with your work).*
- We will... *(have a better afternoon / work through this together / get back to learning).*

Physical Intervention

In the rare event that a child's behaviour presents a risk of harm to themselves, others or property, appropriately trained members of staff may use reasonable and proportionate physical intervention to maintain safety.

Any physical intervention will be used as a last resort, in line with the BWMAT Positive Handling Policy, and will be recorded and reported in accordance with Trust procedures.

Anti-Bullying

Court de Wyck Church School does not tolerate bullying of any kind. We are committed to creating a culture of kindness, respect and inclusion, where pupils feel safe to speak to a trusted adult if they have concerns.

All reports of bullying will be taken seriously, investigated promptly and addressed appropriately. The school will work with pupils and families to prevent further incidents and support those affected.

Further guidance can be found in the BWMAT Anti-Bullying Policy.

Suspensions and Permanent Exclusions

Court de Wyck Church School aims to maintain a positive and inclusive environment where suspensions and permanent exclusions are rarely required. However, in exceptional circumstances, where there has been a serious breach of the school's behaviour expectations or where a pupil's presence poses a risk to the safety, learning or wellbeing of others, a suspension or permanent exclusion may be considered.

Any decision relating to suspension or permanent exclusion will be made by the Headteacher and will follow:

- The BWMAT Exclusions Policy;
- Current Department for Education statutory guidance; and
- Relevant legislative requirements.

All incidents leading to consideration of suspension or exclusion will be thoroughly investigated, appropriately recorded and communicated with parents/carers.

Monitoring and Review

This procedure will be reviewed annually by school leaders and the TLC to ensure alignment with the BWMAT Behaviour Policy and the needs of the school community.

Court de Wyck Behaviour Statement

At Court de Wyck Church School, we strive to create a culture where every child feels they belong, every child is valued and every child is supported to achieve their very best. Through high expectations, positive relationships and a commitment to restoration and inclusion, we help pupils develop the behaviours and attitudes that enable them to flourish both within school and beyond.