# Behaviour Policy

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| **Date Created** | October 2021 |
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| **Review Date** | January 2029 |
| **Reviewed by** | Tracy Waterfield, Amelia Eleftheriades (2026) |

This policy will be monitored annually and reviewed every three years. This mechanism recognises that changes in legislation may prompt a review of the policy before the three years stipulated.

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## 1. School values

At The Wherry School, we value compassionate approaches, the core values of kindness, enabling and courage alongside the ethos of unconditional positive regard. This means, we aim to see our pupils in a positive light regardless of what they do or say. Everyone needs to feel understood and cared for to feel safe. Feeling safe is an important start-point in being ready to learn. We treat our pupils with kindness and compassion every day. This is echoed in our approach to managing challenging behaviour: drawing on positive behaviour support principles, we seek to understand **why** pupils behave the way they do. We use this understanding to make individualised support plans that address their specific needs.

## 2. Legislation and statutory requirements: KCSIE 2025

This policy is based on legislation and advice from the Department for Education and other advisory bodies:

- Behaviour in Schools Advice for headteachers and school staff February 2024, DfE
- Searching, screening and confiscation: advice for schools 2022, DfE
- The Equality Act 2010
- Keeping Children Safe in Education 2024-25, DfE
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017, DfE

## 3. Purpose of the policy

This policy aims to:

- Create a positive school culture that promotes safe behaviour, ensuring that all pupils have the opportunity to learn.
- Establish a whole-school approach to maintain safe and appropriate behaviour that reflects our school values.
- Outline expectations and responses to behaviour
- Provide a consistent behaviour management approach that is applied fairly to all pupils by all staff.
- Define what we consider to be unacceptable behaviour, including unsafe, bullying, discriminatory, and abusive behaviour

## 4. Definitions

- **Acceptable behaviour.** This is the behaviour we expect to see from pupils in school. It includes engaged learning, safe management of difficult situations, self-regulating behaviours, and kind interactions. All the pupils in our school have autism and many have other additional needs. We recognise that this may lead to some unique behaviours and behavioural support needs. We do not expect pupils to change unique behaviours if the behaviour is acceptable.
- **Unacceptable behaviour.** This is any behaviour which creates an obstacle to safe, engaged learning in school. It is any behaviour that does not fit with the school rights, responsibilities, and rules. It includes behaviour that disrupts learning for the pupil or those around them. It also includes avoidance and refusal to take part in learning activities. It includes behaviour that might be considered acceptable in a different place or at a different time but is not acceptable during lessons or the school day. Some unacceptable behaviour is also considered to be serious misbehaviour.
- **Serious misbehaviour**. This is any repeated breach of school rights, responsibilities, and rules and any behaviour that risks the safety or wellbeing of the pupil or those around them. It includes:
    - Dangerous behaviour
    - Bullying
    - Stalking or Harassment
    - Child-on-child abuse (of any kind)
    - Physical violence or fighting
    - Sexual violence
    - Racist, sexist, homophobic or discriminatory behaviour

- Vandalism or significant damage to property
- Theft
- Possession or use of banned items (see 6.4)

## 5. Roles and Responsibilities

Behaviour management is everyone's responsibility. All staff are agents of the behaviour policy.

- **The Board of Trustees**

The board of trustees is responsible for reviewing and approving the school's

- Written "Rules, Rights and Responsibilities".
- Behaviour policy, in conjunction with the head of school and assistant principal (for behaviour).

The board is also responsible for monitoring the policy's effectiveness and holding the head of school and assistant principal (for behaviour) to account for its implementation.

- **The Head of School & Assistant Principal with responsibility for behaviour**

The head of school and assistant principal (for behaviour) are responsible for:

- Reviewing and approving the behaviour policy, in conjunction with the board of trustees.
- Giving due consideration to the school's written "Rules, Rights and Responsibilities".
- Establishing and promoting the school's values.
- Ensuring the school environment encourages and supports positive, acceptable behaviour.
- Ensuring staff manage unacceptable behaviour effectively.
- Monitoring that the policy is implemented consistently.
- Ensuring staff understand behavioural expectations and the importance of maintaining them
- Providing staff with clear induction into the school's behaviour culture to ensure they understand school rules, rights, and responsibilities and how to support individual pupils.
- Offering relevant training and continued professional development in positive behaviour support, and the impact of autism, special educational needs and disabilities, and mental health needs on behaviour management, so staff can fulfil their duties set out in this policy.
- Ensuring the behaviour policy works alongside the safeguarding policy to keep pupils safe.
- Ensuring that data from the behaviour log is reviewed regularly to make sure no pupil or group of pupils are being disproportionately impacted by the policy.

- **Designated Safeguarding Leads**

Designated safeguarding Leads are responsible for:

- Ensuring the behaviour policy works alongside the safeguarding policy to keep pupils safe.
- Working alongside the head of school and assistant principal (for behaviour) to ensure unsafe behaviour is managed effectively and consistently.
- Working alongside the head of school and assistant principal (for behaviour) to ensure child protection and child safety factors that may affect a pupil's wellbeing or behaviour are accounted for in providing a personalised approach to pupil's behaviour support.

- **Wherry School Professionals and Consultants**

School professionals and consultants may be asked to support the head of school and school team in relation to pupils' behavioural support needs. School professionals and consultants are responsible for:

- Ensuring that any advice or guidance provided is in keeping with the school's values and behaviour policy.
- Modelling a positive behaviour culture within the school.
- Building positive relationships with pupils, the school team, parents, and the school community.
- Offering individualised behaviour support and interventions in relation to referred pupils.
- Offering class or whole-school behaviour consultations, support, and interventions where relevant and requested by the head of school.

- **Teaching and Support Staff**

Teaching and support staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Negotiating classroom expectations that are in keeping with school's expectations (rules, rights, and responsibilities).
- Communicating the classroom and school's expectations, routines, values, and standards.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to pupils' behaviour support needs.
- Considering and accounting for their own behaviour on the school culture.
- Expecting and encouraging pupils to follow school rules, rights and responsibilities.
- Praising and rewarding pupils when they behave in acceptable ways.

- Responding in keeping with the policy when pupils behave in unacceptable ways.
- Recording behaviour incidents promptly.
- Building positive relationships with parents and the school community.

- **Parents and Carers**

Parents and carers are asked to:

- Get to know the school's behaviour policy and expectations and reinforce them at home as appropriate.
- Support their child to understand and follow the school's behaviour policy and expectations.
- Inform the school of anything that may affect their child's wellbeing or behaviour.
- Discuss wellbeing or behavioural concerns with their child's form teacher promptly.
- Take part in any school support or intervention relating to their child's wellbeing and behaviour.
- Follow-up advice and recommendations relating to their child's wellbeing and behaviour including in relation to internal and external referrals for professional support.
- Raise any concerns about behaviour management directly with their child's form teacher or the assistant principal (for behaviour) whilst continuing to work in partnership with the school.
- Participate in school life and build positive relationships with the school community.

- **Students**

Pupils are made aware of:

- The school rules, rights, and responsibilities.
- How they are expected to behave in school.
- Their duty, to try and meet these expectations.
- Rewards they can earn, and the behaviour required to earn them.
- Responses that will follow incidents of unacceptable behaviour and serious misbehaviour.
- Support available to them to help them meet expectations and how to access this support.
- Support available to them to participate in school life and build positive relationships with the school community.

## 6. School Expectations

The “School Rules, Rights and Responsibilities” (appendices 1 and 2) form the basis of the classroom expectations, which are negotiated by the individual classroom teachers with their classes.

**We expect pupils to:**

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| Attend school regularly<br>Come to school and your lessons ready to learn<br>Behave in a way that allows others to learn |
| Behave kindly and respectfully to others |
| Behave in a way which keeps yourself and others safe |
| Understand that everyone makes mistakes<br>Accept your mistakes so you can learn from them<br>Allow others to make mistakes |
| Listen to others<br>Speak truthfully |

**We expect parents and carers to:**

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|---|
| Make sure their child attends regularly<br>Talk with their child about what they do in school |
| Behave kindly and respectfully to others, modelling this behaviour for their child |
| Talk to school staff if they have any concerns about their child’s learning, wellbeing, safety or behaviour |
| Read the school’s behaviour policy<br>Read the information we send you and respond in a timely way |
| Engage with support, strategies and interventions recommended for their child |
| Raise concerns in a constructive way |

**We expect staff to:**

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| Carry out their role in school in a professional manner<br>Model calm, controlled behaviour when dealing with incidents<br>Recognise and acknowledge positive behaviour in pupils, their parents / carers and colleagues |

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|---|
| Behave kindly and respectfully to others, modelling this behaviour for pupils<br>Treat all pupils fairly and with equity whilst responding to their individual needs<br>Share opinions in a constructive manner<br>Listen to other's opinions in a respectful way<br>Raise concerns in a constructive manner |
| Ask for support when needed<br>Offer support to colleagues and managers |
| Read and become familiar with the Behaviour Policy, associated policies and pupil's support plans.<br>Acknowledge areas of own behaviour support and management skills which could be developed; seek out and engage with relevant continued professional development<br>Support others developing their behaviour support and management skills |
| Carry out their role in school in a professional manner |

**6.1 Staff understanding of expectations**

**Induction, development, training, and support**

- All new staff will be offered induction training in relation to our behaviour policy and practice.
- They will be asked to read the relevant school policies.
- All staff are offered Norfolk Steps training consistent with their role.
- There will be other opportunities throughout the year to attend refreshers, and additional development opportunities relevant to wellbeing and behaviour support.
- All staff are offered the opportunity to join a supervision group and participate in reflective practice.

**6.2 Pupil understanding of expectations**

- All new pupils will be introduced to the "School Rules" and "School Rights and Responsibilities" by their form teacher.
- Classroom expectations in keeping with these rules, rights, and responsibilities will be shared by class teachers at the start of the year and revisited as required throughout the year.
- The links between rights and responsibilities form an important part in school assemblies and the Personal, Social and Health Education (PSHE) lessons within the school. We return to them frequently as part of the pastoral care of the children and community.

**6.3 Parent and carer's understanding of expectations**

- Our behaviour policy will be published on our website.

- All parents and carers of new pupils will be provided with a copy of “School Rules” and “School Rights and Responsibilities” by the pupil’s form teacher.
- Classroom expectations in keeping with these rules, rights, and responsibilities will be shared with parents and carers by class teachers at the start of the year.
- Student’s individual Wherry Support plans will be shared with carers and parents by class teachers when they are written and when there are significant updates.
- The school’s senior leadership team will write to parents and carers to inform them of any “escalations and next steps” taken in our structured approach to managing unacceptable behaviour and serious misbehaviour.

### 6.4 Banned items

The following items are not permitted in school. Possession of any of the following in school is considered serious misbehaviour.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco or cigarette papers
- E-cigarettes or vapes
- Lighters or matches
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; **and**
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Legislation sets out what must be done with prohibited items found as a result of a search. Weapons, knives, and extreme or child pornography must always be handed over to the police. Otherwise, it is for the teacher to decide if and when to return a confiscated item. See ‘Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies’ https://www.gov.uk/government/publications/searching-screening-and-confiscation for more information.

### 6.5 Mobile phones

The Wherry School recognises that mobile phones, including smart phones, smart devices and internet enabled devices, are an important part of everyday life for our pupils, parents and staff, as well as the wider school community.

Our Mobile Phone and Smart Device Policy aims to:

- Promote, and set an example for, safe and responsible device use
- Set clear guidelines for the use of mobile phones and internet enabled devices for pupils, staff, parents, visitors and volunteers

- Support the school's other policies, especially those related to child protection, behaviour and establishing a calm, safe and supportive environment conducive to teaching, and keeping children safe in education.

Full details of the mobile phones and smart devices policy can be found on the school website.

**Pupil Support**

Adults in the school communicate and model the school's values and appropriate behaviour in the way that they teach and support pupils.
We promote appropriate behaviour by using encouragement, praise, and reward throughout the school. This is adapted to be meaningful and relevant to individual pupils.
We identify when pupils require additional support and individualise this too. This may include one-off offers of support when needed and ongoing wellbeing support strategies and interventions. Individualised wellbeing and behaviour support plans are documented as part of the pupil's Wherry Support Plan.

We support pupils' understanding of their own behaviour through reflective conversations with them. These may also be documented for the pupil to refer back to if appropriate.
We encourage pupil's understanding and ability to self-regulate their behaviour by involving them in planning and updating their own Wherry Support Plans where appropriate.
We may suggest other sources of support for pupils, including referrals to internal or external professionals if we think they may benefit from this.
We offer all pupils wellbeing support relating to their needs regardless of their behaviour.

**7.1 Proactive and preventative positive support**

In keeping with the principles of Positive Behaviour Support (PBS), we proactively plan individualised support and strategies aimed at improving a pupil's wellbeing and quality of life whilst keeping everyone safe. This is particularly important when we identify that a pupil is behaving in a way that challenges (themselves or those around them). The proactive part of a support plan is based on a shared understanding of WHY the pupil is behaving this way and will include:

- Proactive strategies to improve the pupil's quality of life.
- Environmental changes to improve the setting.
- Support for the pupil to develop new skills and coping strategies to use in place of the challenging behaviour.
- Preventative strategies for staff to help de-escalate a situation.

**7.2 Reactive support and responding to behaviour**

As well as proactive and preventative strategies, a pupil's PBS plan will include reactive strategies to guide staff in their decision-making about how to respond when a pupil

behaves in a way that challenges. The reactive part of a support plan will include (where relevant):

- Reactive strategies to use if a behaviour escalates.
- Risk management strategies to reduce the risk of harm.
- Specific guidance on the safe and appropriate use of restrictive physical interventions.
- Opportunities to request additional professional involvement if current strategies are not helping.

## 8 Reasonable Force and Restrictive Interventions

Our overall approach seeks to reduce the need for restrictive physical intervention. All other forms of proactive, preventative, and reactive strategies of behaviour management are seen as preferable to restrictive physical interventions. There are some situations in which members of staff have a duty to use reasonable force. This should only be used as a last resort and in a manner that is in keeping with current relevant legislation (see Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026 ).

Reasonable force may be used to prevent a pupil from:

- Hurting themselves or others
- Damaging property
- Causing disorder
- Committing an offence

Force and physical interventions must never be used as a form of punishment.

Incidents of reasonable force must:

- Be applied using a minimum amount of force for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of those involved.
- Be recorded and reported in keeping with our guidance on behaviour monitoring (see section 12).
- Be used with consideration to any risks or specific documented pupil vulnerabilities.

All staff are offered Norfolk Step training consistent with their role so should draw on their training when involved in reasonable force incidents in school.

Students involved in incidents of reasonable force will be offered support in keeping with their needs in relation to the incident.

Parents or carers will be informed if their pupil is involved in an incident of reasonable force.

Staff involved in incidents of reasonable force will be offered support in keeping with their needs in relation to the incident.

**9 Bullying**

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation"

See "Bullying At School" gov.uk *https://www.gov.uk/bullying-at-school/*

It is difficult to defend against. The Anti-Bullying Alliance define bullying as: "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online."

Bullying may be:

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| Emotional | Behaving in an unkind, unfriendly way, excluding, teasing, tormenting, triggering. Any behaviour intended to distress or upset someone emotionally or psychologically. |
| Physical | Behaving with physical aggression or violence, hitting, kicking, pushing, tripping, spitting, taking belongings. |
| Verbal (direct or indirect) | Name-calling, sarcasm, spreading rumours, teasing. Anything that is said to someone or about them with the intention of harming them or causing distress. |
| Prejudice-based / discriminatory (direct or indirect) | Any bullying behaviour that is focused on or associated with a particular characteristic (such as race, faith, ethnicity, culture, sex, gender, gender identity, sexuality, disability). Includes behaviour aimed at or about the characteristic of focus. Includes use of slurs, insults, threats, "jokes", graffiti, reference to someone's appearance or ability. |
| Sexual | Any bullying behaviour with a sexual element. It can be both physical and non-physical and it can be carried out to a person's face, behind their back or through the use of technology. It includes unwanted physical contact, harassment, or sexually abusive comments. |
| Cyber-bullying | Bullying that takes place online, for example via social networks, gaming, messaging, or mobile phone. Bullying behaviour may be taking place online and offline at the same time. Cyber bulling includes trolling, shaming someone online, sending explicit messages or pictures, sending unwanted messages or content. |

The following types of bullying are also hate crimes:

- racial, sexual, transphobic, or homophobic bullying
- bullying someone because they have a disability.

At The Wherry School, our anti-bullying strategy includes the following:

- How we prevent bullying including whole school proactive strategies
- How to report incidents of bullying
- How we investigate allegations of bullying
- How we react to bullying that occurs off school premises or online
- How we record, analyse and monitor incidents of bullying
- Sanctions for bullying (see also how we respond to behaviour in section 11).
- How we support pupils who have been bullied or are vulnerable to being bullied.
- How we train staff and trustees in preventing and handling bullying

## 10. Safety

### 10.1 Online Safety

Our school aims to:

Have robust processes in place to ensure the online safety of pupils, staff, volunteers and trustees.

Identify and support groups of pupils that are potentially at greater risk of harm online than others.

Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones').

Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate.

The 4 key categories of risk:

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

The full Online Safety Policy can be found on the school website.

**10.2 Child-on-child abuse**

Child-on-child abuse is defined as behaviour by an individual or group, intending to physically, sexually or emotionally harm other. We deal with any behaviour that is child-on-child abuse as a safeguarding issue.

We will ensure that all incidents of sexual harassment and sexual violence are met with a suitable response and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how "small" they feel it might be. The school's response will be proportionate, considered, supportive, and decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include responding to a report and carrying out risk assessments where appropriate to help determine whether to:

- Manage the incident internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police

Please see our child protection and safeguarding policy on the school website for full details.

**10.3 Risk Management**

In responding to and dealing with behaviour we will always consider risks to the individual and to those around them.

Where risks are identified we will carry out appropriate risk assessment to help us weigh up and manage the risks.

Assessment of risk in relation to a pupil's behaviour will include consideration of the individual and their environment.

It will also include consideration of the frequency and impact of the behaviour.

Where specific risk reduction or risk management strategies or interventions are required in relation to a pupil's behaviour, we will document these along with their behaviour support plan.

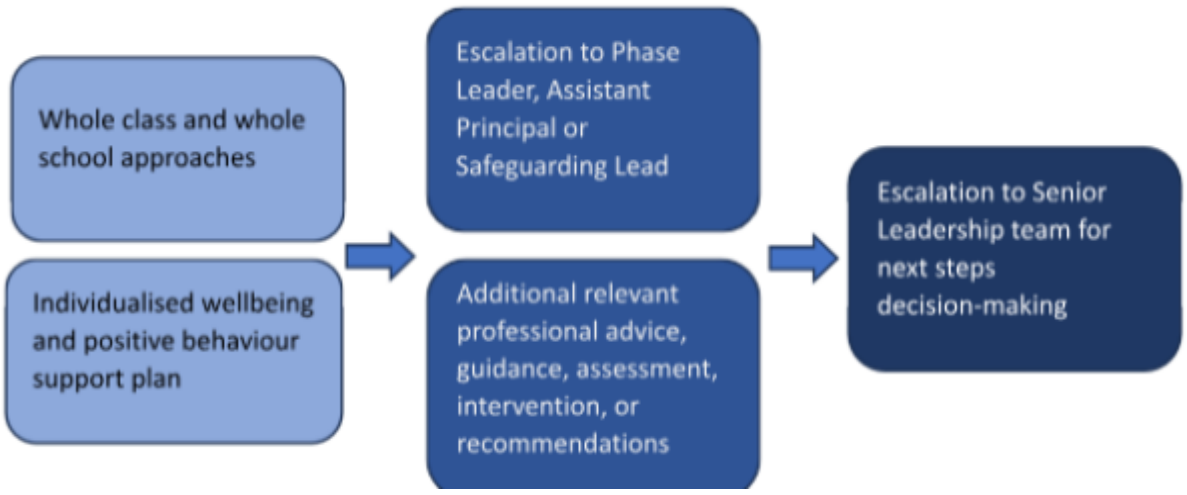
Decisions made about how to respond to risk and proactively reduce risk will take account of our responsibility to keep all children, young people and adults safe.

**11. Escalation / Next steps when things aren't working**

We take a structured approach to dealing with behaviour depending on the nature, frequency and impact of the behaviour. We start with whole school and whole class

approaches managed by the class teams. These include individualised wellbeing and positive behaviour support plans where needed. If required, we escalate behaviour support and behaviour management internally to members of the school's leadership team. This might be the Phase Leader, The Assistant Principal, or the Safeguarding Lead depending on the reason for escalation. We may involve other relevant professionals when additional advice or support is needed for the pupil or those impacted by their behaviour. This might involve school staff consulting with internal or external professionals or we might recommend a referral to internal or external professionals. This might involve asking parents or carers to consent to the referral or request the referral via their GP, social services, or other referral pathways. Where unacceptable behaviour or serious misbehaviour persists or when there are significant concerns for safety or risk management the school's senior leadership team will be involved in decision-making about risk management and next steps. This might include when we are considering

- teaching a child away from other children to maintain safety
- internal exclusion
- alternative arrangements for educating off-site
- fixed term exclusions
- permanent exclusions



**12. Behaviour monitoring and reporting**

- The Trustees and the Head of School monitor the effectiveness of the policy on a regular basis. This forms part of the termly Behaviour and Welfare Committee agenda where necessary recommendations for further improvements can be made.
- The policy will be reviewed every 3 years or in line with the publication of any statutory updates, alterations being made at this point; however, if a review is necessary throughout the year this can take place following recommendations to the Trust Board/Trustees.
- All behaviour incidents are recorded electronically by staff using Cpoms. These are recorded on the day they happen or at least by the end of the following working day. They are recorded by the member of staff involved in managing the incident. Where more than one member of staff is involved they all contribute.
- Incidents of reasonable force are recorded electronically by staff using Cpoms .
- These are recorded on the day they happen. They are recorded by the member of staff involved in managing the incident. Where more than one member of staff is involved they all contribute.
- Records of Pupils who have been excluded for a fixed term or permanently are kept by the Head of School.
- It is the responsibility of the Trust Board/Trustees to monitor the rate of exclusions, and to ensure that the school policy is administered fairly, justly and consistently. The Trust Board/Trustees will review this policy annually.
- If the government introduces new regulations or if the Trust Board/Trustees receives recommendations about how to improve the policy amendments will be made.

**13. Complaints**

We aim to minimise complaints about behaviour management by having a clear school behaviour policy and by involving parents and carers in developing behaviour support plans and when an incident occurs with their child. If a parent or carer does have a concern about how behaviour has been managed, they are encouraged to raise this with the member of staff who has contacted them about it in the first instance. Often an informal conversation can resolve any queries. If concerns remain or an informal conversation is not thought to be appropriate, parents and carers can raise concerns and complaints more formally by following the complaints procedure on the school website https://www.thewherryschool.co.uk/docs/policies/Complaints_Policy.pdf.

If there is a dispute about the use of force by a member of staff this could lead to an investigation, either under disciplinary procedures or by the Police and Social Services Department under child protection procedures. In these circumstances it will be for the disciplinary panel or the court to decide whether the use and degree of force was reasonable in all the circumstances. In that event, the panel or court would consider the school's policy on use of force, whether that had been followed, and the need to prevent injury, damage, or disruption in considering all the circumstances of the case. Support will be available to staff in these circumstances.

The following policies and documents are relevant or referred to in this policy and can be found on the school website.

- School Management and Development plan School Self Review
- Monitoring and Evaluation of SEN Provision – audit tool
- School Attendance Policy
- School RHSE Policy https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
- School anti-bullying strategy
- Child protection and safeguarding policy
- Mobile phone policy
- Online safety policy
- Complaints procedure
- Norfolk STEPS Padlet for Step on

**Appendices**

**Appendix 1. Wherry School Rules**

- Stay safe and behave in a way which allows others to be safe.
- Respect your own and others' rights and opinions.
- Respect your own and others' property.
- Look after our school and everything in it.
- Listen to instructions and follow instructions.
- Accept your mistakes so you can learn from them.
- Be kind and polite.
- Speak truthfully.

**Appendix 2. Wherry School Rights and Responsibilities**

| **Staff** | |
|---|---|
| **Rights** | **Responsibilities:** |
| To carry out their role and duties in school | Carry out their role in school in a professional manner<br>Model calm, controlled behaviour when dealing with incidents<br>Recognise and acknowledge positive behaviour in pupils, their parents / carers and colleagues |
| To be treated kindly and respectfully<br>To be able to share opinions and be listened to | Behave kindly and respectfully to others, modelling this behaviour for pupils<br>Treat all pupils fairly and with equity whilst responding to their individual needs<br>Share opinions in a constructive manner<br>Listen to other's opinions in a respectful way<br>Raise concerns in a constructive manner |
| To be supported by peers | Ask for support when needed<br>Offer support to colleagues and managers |
| To be made fully aware of the school's systems, policies, and expectations<br>To receive appropriate training to increase skills in behaviour management | Read and become familiar with the Behaviour Policy, associated policies and pupil's support plans.<br>Acknowledge areas of own behaviour support and management skills which could be developed; seek out and engage with relevant continued professional development<br>Support others developing their behaviour support and management skills |

| **Students:** | |
|---|---|
| **Rights** | **Responsibilities** |
| To learn | Attend school regularly<br>Come to school and your lessons ready to learn<br>Behave in a way that allows others to learn |
| To be treated with respect | Behave kindly and respectfully to others |
| To be safe | Behave in a way which keeps yourself and others safe |
| To make mistakes | Understand that everyone makes mistakes<br>Accept your mistakes so you can learn from them<br>Allow others to make mistakes |

| | |
|---|---|
| To be listened to | Listen to others<br>Speak truthfully |

| **Parents:** | |
|---|---|
| **Rights** | **Responsibilities** |
| To be kept informed about their child's progress | Make sure their child attends regularly<br>Talk with their child about what they do in school |
| To be treated with respect | Behave kindly and respectfully to others, modelling this behaviour for their child |
| To be listened to | Talk to school staff if they have any concerns about their child's learning, wellbeing, safety or behaviour |
| To have access to information on the school's approach to behaviour | Read the school's behaviour policy<br>Read the information we send you and respond in a timely way |
| To have concerns taken seriously | Engage with support, strategies and interventions recommended for their child |

**Appendix 3. Template of Wherry Support Plan**

Available if requested

**Appendix 4.**

**Appendix X. Template of behaviour escalation letters**

Letter 1

Dear

I wanted to make you aware of an incident that happened today. DETAILS OF INCIDENT. As you will appreciate, this behaviour doesn't adhere to our school behaviour expectations which are set out in our behaviour policy. This has been followed up in school with

DESCRIPTION OF RESPONSE. This has been detailed in PUPIL's Wherry Support Plan so staff know how to support and respond. I would be grateful if you would discuss PUPIL's behaviour with them to ensure a consistent message between home and school. Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely

CLASS TEACHER

Date

Letter 2

Dear

Following my previous letter regarding the behaviour of PUPIL, I am sorry to say that they are still behaving in ways that are not in keeping with our school behaviour expectations. DESCRIPTION OF INCIDENT(S). I would appreciate it if you would arrange to meet with me as soon as possible so we can discuss a way forward. DETAILS OF HOW TO ARRANGE MEETING. Any additional support agreed on in the meeting will be detailed in PUPIL's Wherry Support Plan so staff know how to support and respond.

Yours sincerely

CLASS TEACHER

Date

Letter 3

Dear

I am sorry to let you know that despite meeting and DETAILS OF STEPS AGREED AT MEETING, there has been an incident today where DETAILS OF INCIDENT. PUPIL would now benefit from additional support to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you would attend a meeting with MEMBER OF STAFF THIS HAS BEEN ESCALATED TO, to discuss the further support we will be putting in place for PUPIL. DETAILS OF MEETING. Any additional support agreed on in the meeting will be detailed in PUPIL's Wherry Support Plan so staff know how to support and respond.

Yours sincerely

CLASS TEACHER

Date