

Wood End Primary School



Working together today for a brighter tomorrow

Behaviour policy and statement of behaviour principles

Approved by: Wood End Primary School
Governors

Date: 10.07.19

Last reviewed on: July 2019

Next review due by: September 2020

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 pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils 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

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' 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 Governing Body's Curriculum and Standards Committee annually.

Behaviour policy

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| Type of Bullying | Definition |
|---------------------------|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, any use of violence |
| Racial | Racial taunts, graffiti, gestures |
| Sexual | Unwanted physical attention, sexually abusive comments |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

5. Roles and responsibilities

5.1 The governing board

The governing body's curriculum and standards committee is responsible for reviewing and approving the written statement of behaviour principles (including at beginning of this policy).

The governing body's curriculum and standards committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body's curriculum and standards committee, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents in SIMS

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

By setting these expectations we aim to help our children to THRIVE we have therefore shared the expectations with the children as our school rules, which are:

Treat others with respect and care

Hear what adults say and respond appropriately

Responsibility – take responsibility for your learning and your actions

Impress yourself – only do your best

Value your school – take care of it

Everybody needs to learn, make that possible.

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Letters or phone calls home to parents
- Special responsibilities/privileges
- House points
- Resilient learner (raffle)
- Marvellous me
- Brilliant break time lunchtime (raffle)
- Positive resolution seeker (raffle)
- Lunch time sticker and certificate / top table
- Special mentions certificate
- Class attendance award
- Maths club certificate at special mentions
- Newsletter item

The school may use the following sanctions in response to unacceptable behaviour:

| Sanctions |
|--|
| A verbal reprimand |
| Warning |
| Reflection time |
| Work to be completed at home, break or lunchtime |
| Time out from class |
| PFSO meeting |
| Supervised at break or lunchtime |
| Withdrawal from an activity (Child to be given access to curriculum learning missed) |
| Referring the pupil to a senior member of staff |
| Letters or phone calls home to parents |
| Behaviour contract |
| Weekly record card (Appendix c) |
| Behaviour journal (Appendix d) |
| Report card (Appendix e) |
| Isolation |
| Referral to head teacher |
| Fixed term exclusion / Modified Timetable (see exclusion policy) (This can only be initiated by the headteacher / deputy headteacher) |
| Permanent exclusion (This is the ultimate sanction and will be implemented by the headteacher in consultation with Governors and Local Authority) |

Level of sanctions

To ensure consistency in application of sanctions, the following steps will be taken (it may be necessary

| Level of sanction | Action to be taken | Record to be kept | Notes |
|-------------------|-------------------------|---|---|
| 1 | A verbal reprimand | | |
| 2 | White warning | Noted on class clipboard (appendix a) Note in SIMS | 5 minutes supervised break |
| 3 | Red Warning | Note on class clipboard ((appendix a) Note in SIMS | 10 minutes supervised break |
| 4 | Supervised lunchtime | Note in SIMS | Work to be provided for lunchtime supervision |
| 5 | PFSO meeting | Note of meeting outcomes to be logged in SIMS | May instigate behaviour charts / behaviour plan. Contact will be made with parent. |
| 6 | Referral to headteacher | Note of meeting outcomes to be logged in SIMS | May instigate loss of privileges or additional sanctions / strategies. Contact will be made with parent |
| 7 | Fixed term exclusion | LA Form | |
| 8 | Permanent exclusion | LA Form | |

Where disagreements occur between children, if appropriate a resolution meeting will be held. The aims of a resolution meeting are to improve relationships, to provide an opportunity to reassure each other and to agree on next steps for improvement.

Where children are not ready for resolution or resolution is a slow process, a decision will be made whether children need continued supervision ie. return to usual activities would present a risk.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix)

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Behaviour management will form part of continuing professional development as appropriate.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the governing body's curriculum and standards committee annually. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Attendance policy
- Safeguarding policy
- Anti - Bullying Policy

Use this sheet to keep a record of warnings and lunchtime incidents. For details of lunchtime incidents see lunchtime supervisor book.

| | |
|-------------|----------------|
| Year group: | Class teacher: |
|-------------|----------------|

Class teacher:

[illegible]

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Behaviour Journal (part 1 of 2)



Name:

Class teacher:

Year group:

Wood End School Rules

Taking Responsibility

Reflection

Write the 6 Wood End rules here:

The school rules that I have broken are:

This is what I should have done:

Wood End Primary School

Behaviour Journal (part 2 of 2)



Consequences of my behaviour

Next Steps

Support

How has my behaviour made me and other people feel?

This is how I am planning for improvement:

Parent comment:

Signed:

Date:

Teacher Comment:

Signed:

Date:

Wood End Primary School

Behaviour Tracker



Key:

+ or ✓ target achieved / on track choices

- or x Target not achieved or off track behaviour choices

Name:

Class teacher:

Year group:

| | Registration | Lesson 1 | Lesson 2 | Break | Lesson 3 | Lunch | Lesson 4 | Lesson 5 | Hometime | Parent |
|-----------|--------------|----------|----------|-------|----------|-------|----------|----------|----------|--------|
| Monday | | | | | | | | | | |
| Tuesday | | | | | | | | | | |
| Wednesday | | | | | | | | | | |
| Thursday | | | | | | | | | | |
| Friday | | | | | | | | | | |

Wood End Primary School



Physical Intervention Record form

| | | | | | |
|------------------|--|------------------|--|--------------------|--|
| Date: | | Time: | | Staff member: | |
| Child's name: | | Class: | | Place of Incident: | |
| Adult witnesses: | | Child witnesses: | | | |

| | | |
|--|--------------------------|---|
| Reason for force: Please tick 1 | <input type="checkbox"/> | <ul style="list-style-type: none"> remove disruptive children from the classroom where they have refused to follow an instruction to do so; |
| | <input type="checkbox"/> | <ul style="list-style-type: none"> prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; |
| | <input type="checkbox"/> | <ul style="list-style-type: none"> prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; |
| | <input type="checkbox"/> | <ul style="list-style-type: none"> restrain a pupil at risk of harming themselves through physical outbursts. |
| Incident leading to restraint. | | |
| What de-escalation techniques were used? | | |
| Force used: For how long: | | |
| Details of any injury | | |
| Details of damage to property | | |

| | | | |
|----------------------|-------|-------|-----|
| Headteacher informed | | | |
| Parent informed | Date: | Time: | By: |

THIS FORM MUST BE COMPLETED THE SAME DAY, COPY TO THE HEADTEACHER