

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: 30th Sept 2021

Last reviewed on: July 2021

Next review due by: September 2022

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 during transition times, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Breach of the school rules

Serious misbehaviour is defined as:

- Repeated breaches or serious breach 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

To see how we prevent bullying at Wood End, please see Appendix F.

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/pastoral 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 school 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
- Behave in a way that allows themselves and others to feel and be safe (this has been updated to reflect circumstances in response to COVID 19, see Appendix H)

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 be safe – make that possible

7. Rewards and sanctions

7.1 List of rewards and sanctions

The school may use the following rewards to recognise positive behaviour:	The school may use the following sanctions in response to unacceptable behaviour:
Rewards	Sanctions
Praise	A verbal reprimand
Letters or phone calls home to parents	Warning
Special responsibilities/privileges	Reflection time
House points	Work to be completed at home, break or lunchtime
Pride time	Time out from class
Effective Communicator raffle	PFSO meeting
Marvellous me	Supervised at break or lunchtime
Brilliant break time raffle	Withdrawal from an activity (Child to be given access to curriculum learning missed)
Help Yourself raffle	Referring the pupil to a senior member of staff
Lunch time sticker and certificate	Letters or phone calls home to parents
Special mentions certificate	Behaviour contract
Class attendance award	Weekly record card (Appendix C)
Maths club certificate at special mentions	Behaviour journal (Appendix B)
Newsletter item	Report card (Appendix D)
Golden time	Isolation
Reading certificate	Referral to head teacher
Handwriting pen license	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 to omit levels depending on the severity of the incident).

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 and 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
 - Discussing the 'cause and effect' within any situation relating to praise or sanctions
 - Encouraging children to seek support from a trusted adult

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 E)

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

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Behaviour Concerns Log Sept 2021



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:
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[illegible]

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Behaviour Journal KS2 (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 Journal (KS1)



School Rules

Actions

Support

The school rule which I did not follow was:

	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 be safe - make that possible

What I did:

What I should have done:

Teacher Comment:

Signed:
Date:

Wood End Primary School

Weekly Record Card

**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										

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Behaviour Report Card

Name :

Year group:

Wood End School Rules

Write the 6 Wood End rules here:

(Use our THRIVE posters to help you)

This is your Behaviour Report Card. You will need to:

- Have your Behaviour Report Card filled in after every lesson.
- Keep your Behaviour Report Card safe for two weeks and show it to your parents after every school day.

Start date:

Signed (pupil):

Signed (parent):

Signed (teacher):



Wood End Primary School

Behaviour Report Card

Date: _____

	Teachers' comments	+ or -
Registration		
Lesson 1		
Lesson 2		
Breaktime		
Lesson 3		
Lesson 4		
Lunchtime		
Lesson 5		
Hometime		

Pupil Comment:

Signed:

Date:

Parent Comment:

Signed:

Date:



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Behaviour Report Card

Reflection

Looking back over the last two weeks, which of your behaviour choices are you most proud of?

What progress do you feel you have made?

What support do you need to change from this daily Behaviour Report Card to the Weekly Behaviour Report?

Signed:

Date:

Parent Comment:

Signed:

Date:

Teacher Comment:

Signed:

Date:

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



Preventing Bullying Guidelines

For the children, Wood End defines bullying as:

Key stage 1:

Bullying is when somebody is treated unkindly, lots of times on purpose. This is carried out by the same 'bully', and the 'victim' finds it hard to stop it by themselves.

Key stage 2:

Bullying is unkind behaviour used towards someone by an individual or group, several times on purpose. The 'bully' has power over the 'victim': there is an imbalance of power in the relationship and the victim finds it hard to stop this.

How do we prevent bullying?

At Wood End we believe the most powerful form of prevention is education. Bullying in its different forms is included in our curriculum, be it as the subject of a reading text or part of the Computing curriculum which promotes e-safety.

Opportunities to develop understanding and prevent bullying are also supported through mediums such as:

Assembly themes

Sharing of school rules

Worry box

Pupil surveys

This supports the school's vision that bullying should not be a subject, which is avoided or restricted to one curriculum area, but shared openly.

The topic of bullying will be addressed directly during PSHE lessons. At some point during the PSHE curriculum this will include how to spot bullying behaviour (including perception: recognising that because they don't like behaviour, it doesn't make it unkind or malicious), where to seek support if you are being bullied, how to identify whether your own behaviour is bullying behaviour (different types of bullying outlined below).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R8 – I can say what is the same and what is different about me and others	L8/L9 – I know that everyone is unique but that I still have things in common with other people	R13 – I can identify factors that make people the same or different	R14 – I recognise that some of my behaviours could be seen by others as teasing or bullying	R16 – I can recognise 'stereotypes' in the media	L6 – I can say how antisocial behaviour affects people and where to find support
R4 – I can say what is fair and unfair, kind and unkind and what is right and wrong	R13 – I know what teasing is	L11 – I recognise that the UK has diverse communities – who is in our school?	R12 – I can suggest how to solve disputes and conflict between myself and my peers	R16 – I understand the importance of challenging 'stereotypes'	R14/18 – I can describe how discrimination, teasing, bullying and aggressive behaviour can affect others
R2 – I can say how fair or unfair, kind or unkind choices can affect others	R13 – I know the difference between teasing and bullying	R14 – I recognise that we should be accepting of all no matter what their differences are	R8 – I understand that people will not always agree and can suggest how to resolve differences	R14 – I recognise that some of my behaviours, online or offline, could be seen by others as teasing or bullying	R14/18 – I can describe how discrimination, teasing, bullying and aggressive behaviour can affect others (including online behaviour and social media)

R13 – I know what teasing is	R12 – I know what I can do to help myself or others if someone is unkind	R14 – I can recognise kind and unkind choices and the difference between teasing and bullying (who is in control?)		R12 – I can suggest how to solve disputes and conflict between myself and my peers	
R13 – I know the difference between teasing and bullying		R12/14 – I can say what to do if I see or am involved in teasing or bullying (recognise that not everything I don't like is unkind)			
R12 – I know what I can do if someone does something unkind ('I don't like it... stop it'; 'I don't like it... help me!') I recognise that not everything I don't like is unkind					

What a child should do

If a child feels that they are being bullied then there are several procedures that they will be encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

What school staff will do

- The ethos and working philosophy of Wood End means that all staff actively encourage children to have respect for each other and for other people's property.
- Good and kind/polite behaviour is regularly acknowledged and rewarded.
- Staff follow the equality policy; supporting every child in our school. Differences of children or an individual child are not focused on in a negative way or used in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff are to be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.
- Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Signs and symptoms

Wood End staff are vigilant to possible signs of bullying and will discuss and/or investigate if a child:

- Is frightened of walking to or from school
- Is reluctant to arrive at school or leave school at the same time as their peers
- Is unwilling to attend school
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to harm themselves
- Has changes in behaviour at home such as wetting the bed, crying at night or unsettled sleeping patterns
- Feels 'ill' a lot
- Has a change in attitude towards work: lack of effort
- Is reluctant to go outside at break or lunch and/or is persistently unhappy when coming back in to class after being with peers
- Becomes aggressive, disruptive or unreasonable
- Begin to treat other children or siblings unkindly
- Is reluctant to eat
- Is frightened to say what is wrong
- Is reluctant to make eye contact
- Gives improbable excuses for any of the above

Sanctions – child friendly version for display in classrooms

Level	Action to be taken	What this will be
1	A verbal warning	
2	White warning	5 minutes supervised break or lunch
3	Red Warning	10 minutes supervised break or lunch
4	Supervised lunchtime	(Work will be completed during lunchtime supervision)
5	Meeting with Mrs Farley	Identify next steps and contact parents
6	Referral to headteacher	Identify other sanctions and contact parents
7	Fixed term exclusion	
8	Permanent exclusion	

Expectations of children's behaviour in response to COVID 19

Children will be expected to ...

- restrict their physical contact with others: whilst there is not an expectation that they socially distance themselves, children will be expected to limit physical contact with others face-to-face contact with others
- play games that limit physical contact at break times
- movement out of classroom and around school will be at essential times and only with the permission of a staff member
- walk on the left side in the corridor
- movement around school should be in single file
- use a measured voice without shouting/raising their voice
- keep hands to themselves to limit the number of surfaces and objects that they touch, particularly when moving around school
- use designated equipment and not put any equipment in or near their mouths
- use designated tables at lunch time and playground areas when playing at break and lunch
- wash/sanitise their hands on entering school and during transition times when entering their classroom space
- wash their hands thoroughly and regularly throughout the day, as necessary
- if possible, to use a tissue when sneezing or coughing and dispose of this immediately; if not possible, to sneeze or cough into their elbow
- talk to an adult if they feel unwell
- keep their working space tidy
- only bring in to school equipment and bags as instructed by the school
- respond positively to any changes to these expectations, should it be necessary to adapt our school practice at a later date