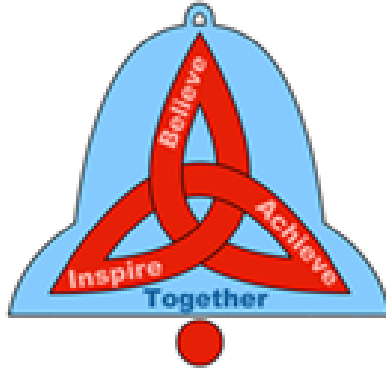


Weston Turville Church of England School



**MISSION STATEMENT:**

**THE PURSUIT OF WISDOM WITHIN A CHRISTIAN ETHOS**

**Behaviour Policy**

<i>Co-ordinator</i>	<i>Mrs K Brooks</i>
<i>Policy Agreed:</i>	<i>Autumn 1998</i>
<i>Adopted by staff:</i>	<i>Autumn 1998</i>
<i>Adopted by Governors</i>	<i>Autumn 1998</i>
<i>Reviewed:</i>	<i>Spring 2003</i>
<i>Further reviewed</i>	<i>Summer 2011, Summer 2015, Summer 2021</i>
<i>Date of next review:</i>	<i>Spring 2027</i>

## **Legislation, Statutory Requirements and Statutory Guidance**

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2022
- 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 to 94 of the Education and Inspections Act 2006, which requires 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
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## Statement of Principles

The atmosphere of the school is underpinned by its Christian principles; it depends on the mutual respect of all pupils and adults and the philosophy that everyone is of equal importance and worth. To this end the policy has implications for all the staff, governors, parents and pupils.

**To reflect these principles pupils, staff, governors and parents are asked to abide by the following six expectations –**

<ul style="list-style-type: none"><li>• Actively care for other people, respecting them, their property and their efforts.</li></ul>
<ul style="list-style-type: none"><li>• Embrace all differences, including the different cultures, races, religions, abilities, ages and gender of everybody in the school and in the wider community.</li></ul>
<ul style="list-style-type: none"><li>• Take care of the school environment and its equipment.</li></ul>
<ul style="list-style-type: none"><li>• Work hard and give your best.</li></ul>
<ul style="list-style-type: none"><li>• Be polite, honest and trustworthy.</li></ul>
<ul style="list-style-type: none"><li>• Take responsibility for your actions.</li></ul>

The Headteacher and the staff are responsible for day to day behaviour management throughout the school. The school works in partnership with parents to support the implementation of this policy.

### **Behaviour Management aims to:**

<ul style="list-style-type: none"><li>• Ensure the safety and well being of all pupils, staff and visitors.</li></ul>
<ul style="list-style-type: none"><li>• Prevent bullying and other serious behaviour issues.</li></ul>
<ul style="list-style-type: none"><li>• Protect the school environment.</li></ul>
<ul style="list-style-type: none"><li>• Always encourage appropriate behaviour and divert children from inappropriate behaviour in order to allow learning to take place.</li></ul>
<ul style="list-style-type: none"><li>• Encourage children to be considerate and respectful towards each other, staff and visitors.</li></ul>
<ul style="list-style-type: none"><li>• Teach children to develop self control, take responsibility and be accountable for their actions.</li></ul>
<ul style="list-style-type: none"><li>• Teach children that actions and choices have consequences.</li></ul>
<ul style="list-style-type: none"><li>• Encourage pupils to develop and demonstrate positive abilities and attitudes, to further their self esteem.</li></ul>
<ul style="list-style-type: none"><li>• Ensure a consistent approach is applied to dealing with behaviour throughout the school.</li></ul>

## **Pupils are expected to:**

➤ Try to understand other people's point of view.
➤ Make it as easy as possible for everyone to learn by being courteous and orderly; listening carefully; following instructions; helping one another when appropriate and working quietly and sensibly at all times.
➤ Treat all people around the school with courtesy and respect.
➤ Show respect and understanding for other children, supporting those who are younger or more vulnerable than themselves, avoiding provocative behaviour.
➤ Show respect for their own and others people's property.
➤ Move around the school appropriately by not running, pushing or shouting; being ready to help by opening doors etc; standing back to let others pass.
➤ Use their bespoke 'Behaviour Toolbox' with adult support, if needed on an individual basis
➤ Take responsibility for keeping the school clean and tidy by putting all litter in bins, keeping walls and furniture clean and unmarked, taking care of displays and the work of others; storing personal belongings tidily, putting away equipment in its appropriate place, treating cloakrooms and toilets with respect, trying not to add to the work load of the cleaning staff and treating all property with respect.

Sexual orientation and gender identity is an increasingly key issue as society as a whole still sometimes finds it difficult to accept homosexuality or gender reassignment. Pupils are encouraged not to use words such as 'gay' as a derogatory term and to respect others regardless of their orientation. An online resource for help in this area is the Stonewall website which can be found at [www.stonewall.org.uk](http://www.stonewall.org.uk)

The pastoral care of the children is the responsibility of the Headteacher and the teaching staff, supported by the Midday Supervisors and Teaching Assistants.

## **Parents and Carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions) which may include using a bespoke 'Behaviour Toolbox' at home, as well as at school
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

All staff should influence the behaviour of the children through example. **This should include:**

➤ Using zones of regulation
➤ Talking quietly and calmly, it is sometimes necessary to speak firmly or use a raised voice e.g. when a class is being noisy, however shouting is not appropriate
➤ Refrain from using unconstructive criticism
➤ Actively comment on positive behaviour
➤ Clearly explain why behaviour or attitude, rather than the person, is inappropriate
➤ Creating and sustaining a positive, supportive and secure environment
➤ Applying rules fairly and consistently
➤ Avoiding whole class punishments
➤ Avoiding confrontation or humiliation through, eg. sarcastic comments or standing in the corner
➤ Dealing with situations as soon as possible
➤ Using praise and encouragement as much as possible
➤ Never using unproductive tasks as punishment e.g. lines
➤ Never using extra school work as a sanction (unless it is work that has not been completed in class)
➤ Creating and using a bespoke 'Behaviour Toolbox' for children where appropriate, to support in positive behaviours at school and at home
➤ Ensuring reward and sanction systems are separate e.g. do not take away house points as a sanction

Staff understand that poor behaviour is often a communication of a need and every effort will be made to help a child more appropriately express their need.

Good behaviour is based on mutual trust and respect. Research and experience has shown that it is **more effective to reward than punish**; reward and praise help children develop a sense of their own worth. An effective rewards and sanctions system has a ratio of rewards to sanctions of at least 5:1.

**Apart from verbal and written praise other effective rewards include:**

- ✓ Lining up points and stars
- ✓ House point system;
- ✓ Stickers;
- ✓ Certificates,
- ✓ Post-it/shout out on recognition board;
- ✓ Special praise from senior staff;
- ✓ Recognition in assemblies and letters to parents;
- ✓ Children in all years given special responsibilities, such as dressing the Christmas tree;
- ✓ Children in Year 6 are given school wide responsibilities such as preparing the hall for assembly, looking after PE equipment, phone duty, assisting with younger children during wet breaks and ringing the school bell.

Teachers are encouraged to use their own initiative when devising reward systems for their own class. Reward systems developed by teachers for their own class have been shown to have a positive impact on behaviour.

### **Appropriate Sanctions**

Sanctions are used that are appropriate to individual situations. Children with special educational needs and/or behavioural difficulties may need to be supported with different approaches, rewards and sanctions depending on their needs. Please see the school's SEND policy.

It is important that children understand what will happen if they choose to act inappropriately and the consequences are applied consistently and fairly.

Below is a table, detailing sanctions used by Weston Turville CE School in order of severity.

	<b>Sanction</b>	<b>Example types of behaviour for infants</b>	<b>Example types of behaviour for juniors</b>	<b>Records Kept</b>
1	A look	To warn a child to stop talking when an adult is talking.	Not listening, low level distracting behaviour	
2	A quiet word	When somebody has been hurt or upset by another child's actions.	Work/behaviour is generally not up to expectation	
3	A verbal warning	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	
4	Moved away from situation	Persistently invading an individual's personal space	Major distractions for other pupils, spoiling ideal working conditions	
5	Time out followed by verbal reflection with an adult or Reflection sheet	Ignoring teachers, for majorly hurting or upsetting others. Minor damage to property	For forgetting homework or PE kit regularly Minor damage to property Playground behaviour not up to expectations play and lunch times	√
6	Loss of privileges	Consistently behaving badly on the playground. Wilful damage.	Minor bullying incidents and one off misdemeanours	√
7	Sent to member of Senior Management Team	Causing considerable damage to property	Constant swearing disrespect of teachers, Stealing.	√
8	Sent to Headteacher	Serious incidents involving swearing or bullying, and when all other sanctions have failed. When at the bottom of the wise owl ladder at the end of the week.	Racist incidents, violent tantrums, defiance, complete refusal to work. Serious incidents e.g. prolonged bullying, and when all other sanctions have failed.	√

Thought must be given to the Reception Class and some of children in Class One when using this sanctions table, particularly with the use of the reflection sheet, which will not necessarily be appropriate.

Parents may be contacted at any appropriate point (sooner rather than later is best) to help prevent serious or persistent problems developing.

The behaviour examples serve as a guide to ensure consistency. Sanctions may be increased in severity for repetitive minor incidents. Discretion should be used dependant on the individual circumstances of the incident and the children involved.

### Behaviour At Break and Lunch Times

Monitoring behaviour and supervising break and lunch times can present different issues to behaviour in the classroom. Staff are to use the behaviour policy outlined above to assist with monitoring behaviour.

	Sanction	Example types of behaviour for infants	Example types of behaviour for juniors	Records Kept
1	A look	To warn a child about minor behaviour	To warn a child about minor behaviour	
2	A quiet word	When somebody has been hurt or upset by another child's actions.	Work/behaviour is generally not up to expectation	
3	A verbal warning	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	When a child continues to demonstrate the behaviour that they have quietly been asked to stop.	
4	A time out holding adult's hand.	After a warning children are to be asked to hold adult's hand. This will be reported to the teacher.	After a warning children are to be asked to stand with an adult. This will be reported to the teacher.	√
5	A time out inside (one off incidents)	Child sent inside to the class team, deputy headteacher or headteacher	Child sent inside to the class team, deputy headteacher or headteacher	
6	For persistent offenders a rota system of adults for child to sit with/do work with for part of each lunch time.	Staff put together a rota for half hour each lunchtime to supervise the child.	Staff put together a rota for half hour each lunchtime to supervise the child.	

Class teachers can use their discretion about further actions following a pink slip. This may include a short discussion with the child or talking to parents for persistent offences.

Conversely children who behave exceptionally at lunch times may be given a green slip to report this behaviour to their teacher.



## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## **Behaviour Involving Technology**

All children are expected to follow the school's internet safety policy. They are informed of this at the start of each year and sign a code of conduct. This is then taught throughout the year in PSHE and Computing. If children do not follow these rules then the internet safety policy should be followed. Please refer to the school's mobile phone policy which outlines the expected behaviour associated with mobile phones for adults and children within our school.

## **Differentiation and SEND**

The SENDCO will be informed of all SEND related behavioural incidences via the 'Meeting Log' section of the SEND Edukey program. Occasionally a child may be taken out of the regular behaviour management system in order to address specific individual needs. In this case, an individualised Behaviour Intervention Plan (BIP) to support the child in making appropriate choices will be drawn up. This may be incorporated into the SEND support plan if the child has special educational needs. Where this system is implemented and the school still feels that, despite every effort having been made and reviewed, mainstream education at Weston Turville for the child is not suitable, then further action will be taken to ensure that the child in question receives an appropriate education in an adequate environment. At this stage we would expect the involvement of an Educational Psychologist or other outside bodies.

Violence and significant disruption to learning shall never be acceptable at Weston Turville.

## **Monitoring**

Most behaviour issues are of a minor nature and should not be recorded. However records should be kept of serious or repetitive incidents, on an ABC Behaviour Form ~~loose leaves for confidentiality reasons in the 'Incident files' kept in middle rooms (4 in school).~~ If a reflection sheet is filled out, it should be filed in an 'Incident File', kept in each classroom. All behaviour falling into category 5 or above as listed in the table above, should be recorded. The headteacher will record children who are persistently misbehaving and have been sent to their office as a result.

Serious offences or frequent misbehaviour may result in the parents being contacted and a suitable course of action being agreed.

Occurrences where poor behaviour or significant friendship issues have been dealt with should be noted on Edukey in the 'Meetings Log' to support staff in understanding what has taken place should future occurrences arise.

## **Detentions and Exclusions**

The Head (or Deputy in their absence) is the only member of staff authorised to implement a detention or suspend a child, or to discuss this with a child or parents. Staff should not threaten or be perceived to threaten detention or exclusion. Pupils at risk of exclusion are identified by the school; there is regular communication with parents and the relevant support agencies are contacted. Through discussion, an individual behaviour plan outlining support and sanctions is put in place where appropriate.

Detentions may be used with Years 5 and 6 for severe problems, but require 24 hours written notice to parents (stating that the child has been given a detention, why, when, where and for how long). Although the school does not require parental consent it is best sought through a courtesy phone call to discuss the detention and its timing, and the reasons for it. Detentions must be reasonable and proportionate to the offence and take account of any special circumstances such as the child's age, Special Educational Needs, any religious requirements, and whether the parents can make suitable arrangements to get the child home after the detention.

The Governors have adopted the County Policy on exclusion, and the latest DfE guidance is followed. A child can be excluded for up to 45 school days in a school year. Provision needs to be made for the child to undertake school work at home and for this to be marked if the exclusion is for more than two days. If a fixed term exclusion is for more than two days a meeting of the Governing Body will be held as soon as possible (and within 15 days) to consider whether the Governors uphold the exclusion. If the exclusion is upheld the Governors need to consider whether additional support is necessary to meet the pupil's behavioural needs.

If an exclusion is for more than five days the school must make arrangements for the education of the pupil from the sixth day of the exclusion away from the school site.

For all exclusions parents must be informed in writing of their duty to ensure that their child is not present in a public place during school hours without reasonable justification during the first five days of each and every fixed period or permanent exclusion. This requirement applies whether or not the pupil is in the company of a parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice of £50 if they fail to do this. The penalty payable increases to £100 if unpaid after 28 calendar days, and if this is still unpaid after 42 days the parent is subject to prosecution for the original offence. The pupil may also be removed from the public place by the police and taken to designated premises.

The Local Authority must be informed of all permanent exclusions.

## **Legally Forbidden Behaviour Sanctions**

In accordance with the 1986 Education Act there is no corporal punishment. Corporal punishment including slapping, rough handling, pinching, striking or throwing missiles at a child; deprivation of food and drink; use of, or withholding medication; requiring children to wear distinctive or inappropriate clothing; restriction or refusal of visits/communications with parents/guardians; imposition of fines except for reparation; intimate searches beyond clothing are specifically excluded by the Children's Act 1989.

## Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from harming themselves or others, or causing significant damage to property. Restraint should be carried out by staff who have received appropriate training, be recorded in the bound and numbered book which is located in the school office, and reported to parents. Incidents of physical restraint must always be used as a last resort after all other de-escalation strategies have been exhausted, and be applied using the minimal amount of force for the minimum amount of time possible. It must be applied in a way that maintains the safety and dignity of all concerned, and must never be used as a form of punishment. More details on the use of restraint can be found in the addendum to this policy: Policy on Use of Reasonable Force to Control or Restrain Pupils.

## Bullying

The school has a separate policy for dealing with bullying, which should be read in conjunction with this policy.

In cases of bullying (rude gestures, persistent name calling, taking someone's lunch/crayons/money/watch etc., deliberately damaging another's work or property, coercing someone else to do something wrong etc) members of staff intervene to prevent a recurrence. It may be appropriate to impose sanctions. If bullying is more serious or frequent (rough play/assault/extortion) it should be brought to the attention of all staff. It is also likely that both sets of parents will be informed.

Action	Consequence	Parents informed	Behaviour Support
Name-calling, mimicking, deliberately laughing at someone until it hurts their feelings, goading	1 <sup>st</sup> offence – talk things through/restorative justice/warning. 2 <sup>nd</sup> offence – miss playtime and lunchtime and write a reflection sheet. 3 <sup>rd</sup> offence – half day internal exclusion. 4 <sup>th</sup> offence – full day internal exclusion	2 <sup>nd</sup> offence	2 <sup>nd</sup> offence – on report 3 <sup>rd</sup> offence – ELSA or similar
Pushing, shoving, hitting, kicking, slapping, flicking	1 <sup>st</sup> offence – one day of playtime and lunchtime inside with work to do. 2 <sup>nd</sup> offence – half day internal exclusion. 3 <sup>rd</sup> offence – full day internal exclusion. 4 <sup>th</sup> offence – 2-day suspension	2 <sup>nd</sup> offence	2 <sup>nd</sup> offence – on report 3 <sup>rd</sup> offence – ELSA or similar 4 <sup>th</sup> offence – consider *PRU referral or other agency support
Non-accidental physical assault resulting in serious injury	1 <sup>st</sup> offence – 2-day suspension 2 <sup>nd</sup> offence – 3-day suspension	1 <sup>st</sup> offence	1 <sup>st</sup> offence – ELSA or similar 2 <sup>nd</sup> offence – *PRU referral

*\*The PRU is the Pupil Behaviour Unit which provides out-reach support to the school for children whose behaviour is a cause for concern.*

In some cases we may decide we need to contact parents at the first offence rather than the second, depending on the incident.

Careful management can avert problems. Staff should be aware of places where inappropriate behaviour/bullying may take place and check them regularly. Children are taught (in PSHE, health education, drama, discussions etc) to tell an adult if they experience problems, and all claims of bullying should be treated seriously. In addition, any behavioural issues can be discussed by children during School Council sessions. These will then be shared with the whole school in an assembly in order to get a view from the majority.

### **Off-site Misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **Searching, Screening and Confiscation**

Where staff suspect children may be carrying prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, electronic cigarettes, fireworks, pornographic images, or where a member of staff suspects a child may be carrying an item which may cause personal injury or property damage, a search may be carried out with the child's consent. If they refuse consent the child's parent will be called to carry out a search.

Staff will ensure that another adult is present when they conduct a search.

Any items found as a result of the search will be dealt with according to the DfE's **Searching, screening and confiscation: advice for schools 2022** document.

Searches will be recorded in writing and parents will be informed.

The school does not screen pupils.

## **Pupil Transition**

### Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### Preparing outgoing pupils for 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.

## **Staff Training and Support**

As part of their induction process, our staff are provided with regular training and support on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development for staff where appropriate.

All injuries to staff relating to the misbehaviour of children are logged and reported to the headteacher and the parents of the child concerned.