Behaviour policy and statement of behaviour principles

Woodside Primary School

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The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within Woodside School.

- The school community promotes values including honesty, fairness and respect for truth and justice, within a caring and nurturing environment.
- All members of the school community have the right to feel safe.
- All members of the school community have the right to respect.
- All members of the school community have the right to learn.

All staff are responsible for managing behavior in and around school.

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
- Exclusion Guidance
- Special educational needs and disability (SEND) code of practice
- Planning guide for primary schools following Covid-19

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

School Staff are defined as any paid member of the school community or any person that the headteacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

Misbehaviour is defined as:

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

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
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

This school recognises and endorses OFSTED's review of sexual abuse in schools and colleges (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSHE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

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, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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 board are responsible for reviewing and approving the written statement of behaviour principles.

The Governing board 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 board 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

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 which will be emailed out at the beginning of each academic year
- 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. School Rules

The staff, with the involvement of the pupils, have established a behaviour plan which clearly defines the high standard of behaviour the school expects. These rules are set out below.

- We are friendly, courteous, helpful and show respect.
- We listen to all members of staff and try to cooperate.
- We take care of school property and show consideration.
- We are honest.
- We try hard and always work to the best of our ability.
- We accept others for who they are.

7. Rewards and sanctions

Positive behaviour is consistently reinforced and staff model appropriate behaviour in their interactions with each other and the children (see Staff Code of Conduct.) Children are provided with consistent encouragement and specific recognition when they demonstrate positive behavior on the playground and at lunchtime. Teachers and other adults adopt a positive and empathetic manner when responding to children and each other.

7.1 Rewards

Verbal praise is the most frequent reward given, assemblies are used to award certificates and stickers, for academic achievements as well as positive behaviour. Parents are routinely told of their child's progress through informal conversation, notes in reading diaries, the use of home school log books and parent evenings. Class teachers set up their own reward systems for positive behaviour in the classroom and Class dojo is used to reward children within the classroom. Each class reward system ties into the whole school system to ensure consistency throughout the school. Staff should make a point of catching children doing the right thing and commenting on this. Periodically

certain behaviours will be targeted across the whole school, for example coming into assembly with a positive attitude, speaking to people with respect, being kind to others, behaviours that help us learn.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- For those pupils who choose to disregard the rules a series of consequences are in place. These sanctions are hierarchical and designed to both reinforce the school rules and to help teach pupils how to follow them. All teachers, learning support assistants and MDAs have the right to impose sanctions other than exclusion.
- Woodside operates a whole school policy of time out for children who require sanctions, timeout may occur at playtimes or lunchtime play where children will go to an allocated classroom and sit quietly on a "thinking spot" to think about the consequences of their behaviour. On occasions when a child has to leave class during lesson time they will be referred to Mrs Howard our Learning Mentor, for counselling and will be sent back to class as quickly as possible. Midday Assistants are aware of the systems in place to encourage positive behaviours and what sanctions to use when appropriate. Sanctions may be recorded using CPOMs, our internal monitoring system if significant or repeated, and parents will be informed.
- In exceptional circumstances the Head Teacher will consider the use of fixed term exclusion (suspension) as a consequence. When this occurs the LA will be notified. School will hold a reintegration meeting with the pupil and their parent/carers as the pupil comes back to school. The purpose of the reintegration meeting will be to support the pupil in order that further exclusions are not necessary. School will provide work for pupils up until the fifth day of any exclusion Should any pupils have a number of fixed term exclusions the school will initiate a pastoral support plan with our school ELSAs and consider a MAP if necessary.
- Woodside School would consider permanent exclusion only as a very last resort. Permanent exclusion would only be considered for serious breaches of the school's behavioural policy when all other options have been exhausted.
- The head teacher will act in accordance with Local Authority's Exclusion Guidelines. Including any amendments in place as a result of the Coronavirus (Covid 19) national guidance.

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, on the bus or on the way to or from school. This includes the right to exclude a pupil for behaviour that has taken place off-site but may have a detrimental impact on the management of the school.

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
- Where possible, teachers trained in use of restraint will be deployed (Team Teach)

8.3 Confiscation, Searching & Screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) 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.

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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.

Support for Parents/Carers in developing their child's social, emotional and behavioural skills.

Woodside School works in partnership with parents in all aspects of their child's learning and recognizes that parents/carers have a vital role in fostering good behaviour. Woodside positively encourages an active partnership between parents/carers and school.

Class teachers can offer support to parents and if necessary a home/school log book may be issued to help support a child's behaviour at home. This is monitored daily by the Head teacher, Class Teacher and parent/carer.

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

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full governing board 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
- Safeguarding policy
- Equality Policy

13. Detentions

In line with government guidance, we reserve the right to issue detentions to pupils who do not comply with our rules and we expect parents to support us in the application of this policy. We always aim to give 24 hours' notice of detention text message and staff will discuss this with parents. The length of detention is dependent on the incident and the pupil's overall conduct in school.

14. Exclusions

In some instances we may consider it necessary to exclude pupils. This decision can be made by the Headteacher of the school and parents can expect to be informed in writing of the decision to exclude. The reasons to exclude are listed below;

- Abuse against sexual orientation or gender identity
- Abuse relating to disability
- Bullying
- Damage
- Drug or alcohol related
- Inappropriate use of social media or online technology
- Persistent disruptive behaviour
- Physical assault on a pupil
- Physical assault on an adult
- Racist abuse
- Sexual misconduct
- Theft
- Verbal abuse or threatening behaviour an adult
- Verbal abuse or threatening behaviour to a pupil
- Wilful and repeated transgression of protective measures in place to protect public health

There are 2 types of exclusion:

- **Fixed Term Suspension**. These can be for part of a school day (including lunchtime exclusions) or for whole school days. Schools can issue up to 45 days of fixed term exclusions in a year but must provide education from day 6 of a fixed term exclusion *(it is advised from the first day of absence).* Fixed term exclusions do not have to be for a continuous period.
- **Permanent Exclusion**. In the most serious cases, it may be necessary to permanently exclude a child from this school. The decision to permanently exclude is never taken lightly and has to be ratified by the governing body