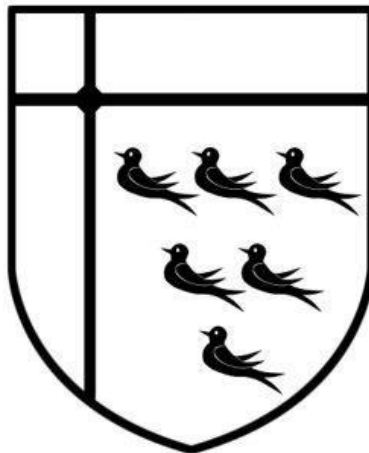


Behaviour policy and statement of behaviour principles

St Wilfrid's CofE Primary School

St Wilfrid's
Cof E Primary School



Approved by: Headteacher

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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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

It is a primary aim of our school that every member of the school community feels safe, valued and respected and each person has a positive learning experience. We are a caring community, whose Christian values are built on wanting the best for everyone. We aim for all our children to be successful in every aspect of school life. Therefore, our school behaviour for learning policy is therefore designed to support the way in which all members of the school can live and learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school values are a means of promoting positive **relationships**, so that people can work together with the common purpose of helping everyone to learn and be their best. This supports the school community in aiming to allow everyone to work together in an effective and considerate way whilst providing a safe environment for individual needs and adjustments. We acknowledge and work with the differences that may occur for our pupils with specific needs such as our children with diagnoses including Autism and ADHD. We seek to make the reasonable adjustments necessary for these pupils to be equally as successful in their schooling journey.

This policy aims to help children grow successfully in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Rights, Responsibilities, Routines, Rules

As a Church of England School and in accordance with our Christian ethos, we recognise the fundamental **rights** everyone is entitled to.

- The right to be safe (physically and emotionally safe)
- The right to be respected (fundamental respect and fair treatment of one another)
- The right to learn (without undue and unreasonable distraction)

It is the **responsibility** of everyone at our school to uphold these rights and work together to ensure all of our community feel safe, are respected and experience the best learning.

School life has different **routines** which happen in the classroom and out of it. These routines are supported through the use of visuals and explicit direction from staff. The school works together to develop **rules** which allow everyone their rights

and where everyone takes responsibility. On a case by case basis it may necessary to adapt our approach for individuals to accommodate their specific needs and this will be done as a whole team approach.

As we establish, and re-establish, these in the first stage of the school year, the class builds a positive **relationship** with each other and the wider school community, supporting everyone to be successful.

Poor behaviour choices are defined as:

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

Serious poor behaviour choices are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Intentionally hurting someone
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical and Sensory	Hitting, kicking, pushing, taking another’s belongings, any use of violence, taking advantage of a child’s sensory needs
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The LGB are responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The LGB 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 LGB, giving due consideration to the school's statement of behaviour principles (appendix 1). 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. They 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 on CPOMS
- Communicating with parents/carers and the senior leadership team regarding behaviour incidents and to support positive behaviour

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

5.5 Pupil code of conduct

Pupils are expected to:

- 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
- Accept sanctions when given

6.1 Behaviour management

Our approach to positive behaviour management recognises the importance of building trusting relationships with adults and peers, the impact of the learning environment and the role of a consistent system of rewards and sanctions. Informed by evidence of the impact of trauma and poor attachments with carers/adults on pupils' behaviours, adults employ trauma informed strategies (e.g. PACE) to understand and manage pupil's behaviour. The zones of regulation framework is used to scaffold pupil's emotional self-regulation and positive behaviour.

6.2 Classroom Management

Classroom management is key to promoting positive behaviour for learning. We expect all classrooms to have:

- a positive classroom tone
- clear classroom rules based on the school values and our rights displayed which have been agreed by the teacher and the class
- clear expectations about work and work that is set at an appropriate level for the child
- a visual timetable so children know what is planned for the day
- an attractive, tidy, well-cared for environment
- a well-planned environment so that children can move easily, can find resources, property respected etc
- Zones of regulation posters and resources to support emotional regulation
- a time out area for children to 'cool down'. In classroom and, by arrangement, with a colleague
- a range of sensory resources tailored to the needs of their class
- class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- strategic seating arrangements for children when working on the carpet or at a table
- children will be taught about good behaviour choices regularly through PSHCE lessons, worships and discussions in class

7. Rewards and sanctions

7.1 Values Behaviour System

In each class, there will be a values board display area that is in the front half of the classroom and easily accessible so that teachers are able to interact with it in every lesson.

Each value will have a laminated A4 sheet containing the martlet, value name and associated school rule.

During each session, teachers will celebrate positive behaviour choices linked to the specific values and add a mini martlet to that value. Teachers will identify individual children for positive praise linked to the value. j

Each mini martlet is worth one value point, which children can earn for their house. At the end of the day, the martlets are reset.

Alongside this, there will be the bottom section of the behaviour ladder to remind children of the consequences of poor behaviour choices. This can be displayed vertically or horizontally.

The system of consequences is as follows:

1. Child receives warning.
2. Child is given 'thinking time'. This may be inside or just outside the classroom. (5 minutes)
3. Child is given 'time out of class' in the partner class. (10 minutes)
4. Child is given time to talk to the head of Key Stage.
5. Child is given time to talk to the Deputy Head
6. Child is given time to talk to the Headteacher

Names will not be indicated on the chart but when children make poor choices this will be communicated verbally with the child. Teacher will track this on a note that is not visible to children, so that details can be later recorded on CPOMS. This resets after each session.

Each class will have an area of the room, or an area just outside the room, where children go for their thinking time. This area will have a 5-minute timer and a zones of regulation poster visible to promote reflection. After five minutes, if the teacher judges that children are ready to return, then they will return to the classroom.

For some of our students it may be necessary to develop a individual behaviour system and this will be on a case by case basis and tailored to their needs.

Recording incidents and communication with parents

If a child receives 'thinking time' twice in a day, or three times in a week (in separate sessions) this will be communicated with parents and recorded on CPOMS.

Where a child is sent to another class, this will also be communicated with parents and recorded on CPOMS.

It is the class teacher's responsibility to record this on CPOMS, including instances where children are sent to members of SLT.

Unacceptable behaviour of concern to the teacher

- Where the behaviour of a child causes a teacher to feel concern, a meeting will be initiated between a senior member of staff, class teacher and parent. In

some cases, the child will be present

- If it is felt appropriate, a Pastoral Support Plan will be instigated
- We recognise that poor behaviour choices can sometimes have underlying causes. These will be explored and support may be offered e.g. Learning mentor support, behaviour log with targets
- There may be contact with other local agencies to assess the needs of pupils who display continuous disruptive behaviour

More serious incidents

- In cases of unprovoked violence, vandalism, racist, sexist, homophobic incidents or swearing at an adult, the child will be sent to the Deputy Headteacher/Headteacher. Parents/carers will be contacted.
- Children with Special Educational Needs will still be subject to the Behaviour Policy but, if appropriate, will have additional measures put in place to support their behaviour
- A child whose serious misbehaviour is ongoing will have an Individual Behaviour Plan agreed with SLT. The parents may be asked to remove the child for a fixed term or permanent exclusion
 - *A referral to the Learning Behaviours Advisory Team (LBAT) or Autism and Social Communication Team (ASCT)*
 - *A Pastoral Support Plan may be set up*

7.2 Record Keeping

Teachers may complete some, or all, of the following, where appropriate:

- notes of meetings with parents on CPOMs
- behaviour logs
- behaviour checklists
- individual Behaviour Plans
- pastoral Support Programmes

7.3 Playtimes

- Behaviour during morning and afternoon break times is monitored by the staff on duty – this is our Teaching Assistants and Teachers
- **Lunchtime**
- Behaviour during lunchtimes is monitored by the MDMS. MDMS handle minor issues and refer to class teachers and SLT where appropriate.

8.1 Fixed Term and Permanent Exclusions

Only the Headteacher or Deputy Headteacher has the authority to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can appeal against the decision to the Governing Body. The School will inform the parents how to make any such appeal.

The Headteacher will inform the Local Education Authority (LEA) and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

Exclusions and racist and homophobic incidents are reported to the Governing Body under confidential items. They are also reported to WSCC termly.

8.2 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. Alternative approaches to account for individual differences will be taken into consideration.

Where necessary, support and advice will also be sought from the appropriate outside agency to identify or support specific needs.

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

8.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, travelling to and from school, off-site school related activity or when in school uniform outside of the school premises. These incidents will be investigated and responded to in accordance with this policy.

8.4 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 policy for more information on responding to allegations of abuse.

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

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 as part of their induction process.

Certain members of staff receive Positive Handling training.

Behaviour management will also form part of continuing professional development.

11 The use of force to control or restrain pupils

Staff have a legal right to use force and will be supported by the Leadership Team. The School has identified members of staff who are trained (TEAM TEACH) to use restraint but all staff are aware of the need to intervene where necessary. Staff should only use physical restraint to prevent pupils hurting themselves or others, from damaging property, or from causing disorder and only where all other actions have been tried or are likely to be ineffective. The restraint used must always be the minimum necessary in the circumstances. The school will make reasonable adjustments for disabled pupils and pupils with special educational needs. The school will work in partnership with parents to risk assess needs and create Personal Behaviour Plans. We do not require parental consent to use force on a pupil where it is deemed necessary. However we will always record incidents and inform parents and arrange to meet to discuss ways forward. (See Department for Education 'Use of reasonable force in schools' July 2013 for more detail).

12 Searching pupils

Staff may search pupils if they agree. Staff may search pupils without consent, if they are believed to be in possession of forbidden items (knives/weapons, illegal drugs, alcohol, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that the member of staff 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))

13. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and LGB every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the LGB every year.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Safeguarding and Child Protection policy
- SEND policy

Appendix 1: written statement of behaviour principles

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, Guidance for Governing Bodies, July 2013). The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in school as well as taking full account of law and guidance on behaviour matters. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Discipline Policy at St Wilfrid's Church of England Primary School, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

Behaviour Principles

1. Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable.
2. High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.
3. Expectations and Consistency: The behaviour policy should clearly set out the school's expectations for behaviour. It should provide consistency of behaviour management, throughout the school, by setting out the actions to be taken to encourage positive behaviour and the consequences for children where behaviour is unacceptable.
4. The behaviour policy should set out (or reference in a separate policy) the school's commitment to be a community free from discrimination of any sort and with measures in place to protect children from bullying, discrimination, harassment or victimisation.
5. The behaviour policy should address the approach to be taken by the school when bad behaviour occurs off the school premises and is witnessed by a member of staff or reported to the school:
 - during in any school-organised or school-related activity
 - whilst travelling to or from school
 - whilst wearing school uniform or in some other way identifiable as a pupil at the school
 - at any time, whether or not the conditions above apply, that could: have repercussions for the orderly running of the school; pose a threat to another pupil or member of the public; or adversely affect the reputation of the school.
6. The behaviour policy should clearly reflect the school's approach to exclusions.
7. The behaviour policy should set out an approach to when multi-agency assessment should be considered for pupils who display continuous disruptive behaviour. It should make clear that where it is suspected that misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm, school staff should follow the safeguarding policy.
8. The behaviour policy should set out (or reference in a separate policy) an approach to screening and searching pupils which takes into account the guidance given in DfE publication 'Screening, searching and confiscation, advice for headteachers, school staff and governing bodies'.
9. The behaviour policy should set out (or reference in a separate policy) an approach to the use of reasonable force or other physical contact to control or restrain which takes into account the guidance given in DfE publication 'Use of reasonable force, Advice for headteachers, staff and governing bodies'.
10. The behaviour policy should set out (or reference in a separate policy) an approach to the pastoral care of school staff accused of misconduct which takes into account the guidance given in Part 4 of the DfE publication 'Keeping Children Safe in Education'.
11. The behaviour policy should recognise the importance of parents and carers in supporting their children to behave well. The policy should be communicated to pupils and parents in a clear way

and must be publicised at least once per year. Both this statement of principles and the behaviour policy should be made available to parents via the school website

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Appendix 3: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

—

Class teacher signature:

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special
educational needs co-ordinator and myself, to discuss how we can best support your
child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact
the school to arrange the meeting.*

Yours sincerely,

Class teacher name:

—

Class teacher signature:

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a
detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an
appointment.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

Parent name:

Parent signature:

Date: _____