

**WHITCHURCH PRIMARY SCHOOL**

***Achieving Our Best Together***

**BEHAVIOUR POLICY**

# Behaviour Policy

# We believe in a fair, consistent, structured approach to pupil behaviour. An approach in which an emphasis is placed on positive behaviour reinforcement, while at the same time giving teachers the sanctions necessary to ensure appropriate pupil behaviour.

# We also recognise that the best behaviour management is flexible, on occasion tailored to particular needs of particular pupils.

**Research**

Our Behaviour Policy is created in line with the work of Paul Dix- a behaviour specialist, author, education reformer and advisor, and Tom Bennett- current DfE behaviour advisor.

# Behaviour Policy – Structure – Rules

We redefined our behaviour policy in November 2023 using current research. We have three rules across the school: Be Ready, Be Kind, Be Safe. Assemblies have explained these to the children, alongside an understanding that if you are not showing all three, then this is below expectation.

# Behaviour Policy – Structure - Praise

# Positive Behaviour

Being ready, kind and safe should always be expected, encouraged, emphasised and praised by staff.

# Praise Assembly

**Praise and Showcase Certificates**

To be completed by staff. The certificates are then given out in assembly, those children are then photographed and this is added to the website. One praise certificate should be awarded for school values/work and one showcase certificate for excellence of work. This work should also be copied and sent to the Head Teacher as it will be added to a showcase board.

**Other Praise**

Pupils regularly bring any awards they have received into school where their success can be celebrated in Praise Assembly.

# Class Points

Class points are awarded for academic achievement (in school or for home work) and for positive social behaviour in and around school. They are awarded on the classpoints.com system, which children, teachers and parents can view online. These points go towards a house system which sees good behaviour celebrated in assemblies and around the school.

# Raffle Tickets

Raffle tickets are given by SMSAs and other lunchtime supervision staff. The ‘behaviours’ the children are awarded for being ready, kind and safe. This encourages positive behaviour and respect between SMSAs and children. The raffle is drawn during Praise Assembly when the winner can pick a book as a prize.

# Work Well, Play Well Cup

This is awarded (usually annually) to two individuals, usually Year 6 pupils, for exceptional all round performance. Pupils who are awarded the cup will be allowed to take it home for a year. Their names will be recorded in a special book that will be prominently displayed.

# Certificates of Achievement

These are awarded for different successes for instance for learning number facts ‘Times Table Rockstars’ certificates are presented to individual pupils during Praise Assembly.

**Houses**

There are four cross phase ‘Houses’ in the school - Willow, Birch, Oak and Pine. House points are awarded through the Class Points systems

# Behaviour Policy – Structure - Sanctions

In September 2024 we moved away from our visual ‘sun, cloud and dark cloud’ system in order to not ‘name and shame’ children to their class and other stakeholders who may see these systems. Teachers and LPs now operate a discreet class-based system where if a child does not follow a school rule once they receive a warning. If behaviours are repeated this is recorded and the child misses 5 minutes of break. If behaviours are repeated again this is recorded and the child misses 10 minutes of break. If behaviours are repeated again this is recorded and the child is sent to the head teacher or deputy headteacher. If the headteacher or deputy headteacher are not available, please refer to a member of SMT.

**Restorative Conversations**

As of January 2024, we are working on building restorative conversations into our behaviour curriculum. Using the ‘Anti-Bullying Alliances’ guidance, questions will be asked of each person involved in an incident: What happened? What were you thinking? Who’s been affected? What is needed? What can make it right? Answers to these 5 questions from all parties then lead to a solution, agreement and future prevention of incident. For further information see our safeguarding page.

## Playground Misbehaviour and visits

# Be ready, kind and safe transfers into the playground also.

In the case of educational visits a pupil who has not repeatedly been ready, kind or safe may be deemed to be a risk to themselves and/or others and excluded from the visit. In this case please refer to the below:

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).

There may be a necessary need for:

Physical intervention

Physical interventions covers a range of interventions that involve physical intervention with pupils. All members of staff have a duty to use physical intervention, in the following circumstances, to prevent a pupil from:

* Causing disorder
* Hurting themselves or others
* Damaging property
* Committing an offence

Incidents of physical intervention must:

* Always be used as a last resort
* Be applied using the minimum amount of physicality 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

When considering using physical intervention staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. In the event of a decision to use physical intervention, staff should (if time permits) contact Carl Hornsby, Holly Cefai, Fay Richards, Jo Shepherd or Tee Leddy, all of whom are TeamTeach trained. TeamTeach is a recognised physical intervention qualification that ensures all the above requirements and duties are met.

**Exceptions**

We recognise that for some individual pupils, different sanctions may be effective. In such instances the class teacher (after discussion with the SMT) may put in place a ‘local’ measure/solution which will help to improve positive behaviour(s).

# Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

* Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school’s policies or practices ([Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We approach each child individually and as such have numerous ways of anticipating and removing triggers of misbehaviour. These include:

* Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
* Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
* Training for staff in understanding conditions such as attachment and trauma.
* Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

* Whether the pupil was unable to understand the rule or instruction?
* Whether the pupil was unable to act differently at the time as a result of their SEND?
* Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs co-ordinator (SENCO) may 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Our Local Authority SEND officer is Deborah Button, and can be contacted through the BANES council website.

**Specific Guidelines**

**Classrooms**

We have three school rules, devised using the work of Paul Dix and Tom Bennett. They are ‘Be Ready, Be Kind, Be Safe.’ These should be displayed in and out of classrooms.. The pupil’s attention should be drawn to these when discussing behaviour.

# The Computer Suite

This policy should be followed in conjunction with the School Policy for Internet. SMART rules should be used to stay safe on the internet and children should take responsibility for their behaviour.

# Around The School

Children are encouraged to ‘Smart Walk’, in line with the Exemplary Leadership Programme.

Expectations are that children walk sensibly, silently, safely and smiling.

# Breaktimes

The children’s attention should be drawn to the Be ready, Be Kind, Be Safe around the school and to those dealing with breaktimes at least once per term. If they feel modifications are called for they may discuss them with their teacher and/or ask their school council member to raise the issue

# Wet Breaktimes

## Mornings

Duty teachers will supervise classes and corridors. Class teachers will not leave until a supervisory teacher has arrived.

**Lunchtime**

SMSAs will be organised to supervise the pupils in their classrooms. The class teacher will make classroom activities available.

# Bullying

The **repetitive**, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

ANTI-BULLYING ALLIANCE

*Definition of bullying*

In the above definition **repetitive** is the key word. Bullying is where one child, or a group of children, are repetitively unkind to another person, or group of children. The unkind behaviour takes place again and again, over a length of time. It is the same child **repeating** their unkind behaviour to another child.

Bullying is not a falling out, name-calling or disagreement as a one off. If this happens, it is treated as a behaviour incident in accordance with the rest of this policy. As of April 2024, children are minded of this through our STOP posters: Several Time On Purpose.

Bullying will not be tolerated. We recognise that bullying can take various forms and is distressing and detrimental to the welfare of the child being bullied. The school is aware of the dangers of Cyber Bullying and includes it in anti-bullying work.

In consultation with the School Council, a ‘Friendship/Fall-out’ box has been situated where children can easily access it and post a report directly to the Head Teacher or Deputy Head Teacher about any incidents of bullying they have themselves experienced or seen.

The Head Teacher and Deputy Head are responsible for ensuring that the ‘Friendship/ Fall-out’ Box is checked regularly and that swift and appropriate action is taken where bullying is found to be occurring. The Head Teacher will inform parents if their child is bullying or has been bullied.

Bullying and its effects should be discussed in all classes each term. Pupils will be reminded about the ‘Friendship/Fall-out’ box and how it should be used.

Children who appear for positive reasons in the box will receive termly certificates.

A copy of the school’s Policy dealing with Bullying is available on our website.

## Racial/sexist/ homophobic or that which goes against protected characteristics Incidents

All incidents of the above nature will be reported to the Head Teacher and local authority and logged. The school will display ‘zero tolerance’ when incidents of this type occur. Any victim of such abuse will be given immediate comfort, support and reassurance.

If the use of the above abuse forms ‘part’ of an incident it should be investigated ‘separately.’ The incident should be investigated as two incidents (i) the above, (ii) the remaining issues.

The school is committed to raising pupil awareness of the need to display zero tolerance for any of the above behaviour. A pupil may provoke hostility or retaliation but it is never justified that this takes the form of the above abuse. Racst/sexist/ homophobic or that which goes against protected characteristics abuse is wrong and must be responded to as such.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

* Proportionate
* Considered
* Supportive
* Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

* Responding to a report
* Carrying out risk assessments, where appropriate, to help determine whether to:
  + Manage the incident internally
  + Refer to early help
  + Refer to children’s social care
  + Report to the police

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

**Normalisation**

The school is inclusive and aims to present a balanced view of all groups whilst celebrating diversity. Where appropriate modern, positive images of members of all groups will be displayed and discussed to demonstrate the things we all have in common that make us members of a varied society

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation). Before a search takes place, the headteacher or deputy headteacher in their absence must be consulted and present.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

* It poses a threat or causes harm to another pupil
* It could have repercussions for the orderly running of the school
* It adversely affects the reputation of the school
* The pupil is identifiable as a member 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.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or deputy headteacher in their absence will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children’s social care, if appropriate.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will work with all involved in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will work with all involved in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

**Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

* Ensure that the exclusions process is applied fairly and consistently
* Help governors, staff, parents and pupils understand the exclusions process
* Ensure that pupils in school are safe and happy
* Prevent pupils from becoming NEET (not in education, employment or training)
* Ensure all suspensions and permanent exclusions are carried out lawfully

**A note on off-rolling**

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

* Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
* Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
* Due to poor academic performance
* Because they haven't met a specific condition, such as attending a reintegration meeting
* By exerting undue influence on a parent to encourage them to remove their child from the school

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# Definitions

**Informal Internal Suspension:**

When a child is removed from their classroom and peers for a fixed period of time. They would usually complete the suspension with a member of senior staff

**Suspension:**

Where a pupil is temporarily removed from the school.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

**Permanent exclusion**

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

**Moving Towards Permanent Exclusion**

1. Advice from the Trust, Lighthouse Schools Partnership (LSP)

Where the Headteacher considers the pupil to be at risk of permanent exclusion and always before making a decision to permanently exclude a child with diagnosed or possible SEND the Headteacher will seek advice from Lighthouse Schools Partnership CEO, and a Special Educational Needs Coordinator from another school or the Trust’s Lead Teacher for Engagement.

2. Call a Governors’ Disciplinary Panel Hearing

The Headteacher may also decide, where the pupil is at risk of permanent exclusion to convene a Governors’ Disciplinary Panel Hearing to review the provision for a child/young person deemed to be at risk of Permanent Exclusion. This is particularly important in a case where there are persistent breaches of the school policy. This will be an opportunity to bring the child’s parents and other agencies together and raise awareness of the situation. The Panel will:

• Hear representation from the School, Parents, Child (where appropriate) and other agencies involved.

• thoroughly review the current situation with reference to the school’s Behaviour Policy and the child/young person’s behaviour;

• review the PSP in place • review SEND support, where appropriate;

• ensure that all parties are clear about the risk of Permanent Exclusion if noncompliance with the behaviour persists;

• Consider any further reasonable adjustments that can be made to improve the pupils behaviour. • Set reasonable targets to recognise behaviour improvements

• set a date for a review of progress.

The Panel may also:

• make recommendations for future provision. Decisions on exclusion are delegated to the Headteacher and will not be taken by a Governors’ Panel reviewing provision for a child at risk of Permanent Exclusion.

The process for issuing suspensions and exclusions follows guidance from the Department and Education. Details of this are in this documents appendix.

# Training

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

* The proper use of physical intervention
* 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.

A staff training log can be found under staff meetings on the school shared drive. A paper copy is available on request, and will be submitted to the request within 30 days.

# Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

* Behavioural incidents, including removal from the classroom
* Attendance, permanent exclusion and suspension
* Use of pupil support units, off-site directions and managed moves
* Incidents of searching, screening and confiscation
* Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the headteacher.

The data will be analysed from a variety of perspectives including:

* At school level
* By age group
* At the level of individual members of staff
* By time of day/week/term
* By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

These will be available through CPOMS.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the local governing body

The written statement of behaviour principles (Page 1-4) will be reviewed and approved by the local governing body annually.

# Links with other policies

This behaviour policy is linked to the following policies

* Exclusions policy
* Child protection and safeguarding policy
* Anti-Bullying policy (Below)

# 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](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Behaviour in schools: advice for headteachers and school staff 2022](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [Searching, screening and confiscation at school 2018](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [Searching, screening and confiscation: advice for schools 2022](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
* [The Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools)
* [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)
* [Exclusion from maintained schools, academies and pupil referral units in England 2017](https://www.gov.uk/government/publications/school-exclusion" \l ":~:text=Schools%20and%20colleges%20must%20continue,headteachers)
* [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](https://www.gov.uk/government/publications/school-exclusion" \l ":~:text=Schools%20and%20colleges%20must%20continue,headteachers)
* [Use of reasonable force in schools](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)
* [Supporting pupils with medical conditions at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25).

In addition, this policy is based on:

* Section 175 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/175), 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](http://www.legislation.gov.uk/ukpga/2006/40/section/88), 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
* Schedule 1 of the [Education (Independent School Standards) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
* [DfE guidance](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#behaviour-policy) explaining that academies should publish their behaviour policy and anti-bullying strategy

Last Reviewed: December 2023

Next Review Date: December 2024