



**H**ealthy **E**mpowered **A**mbitious **R**espectful **T**ogether

Our values are at the **HEART** of our school

# Behaviour Policy

Policy Author:	Alison Hall
Date of Policy Review:	September 2024
Date approved by Governors:	November 2024
Next Review Date:	September 2025

## **Rationale**

At Washingwell Primary School we have high expectations of children's behaviour. We believe that every child has the right to be the best they can and we strive to ensure each child reaches their academic, social, physical and emotional potential.

We believe in positive behaviour management based on good relationships fostered within the school community. We have high expectations and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own choices.

As adults we aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contribution of all

## **Aims**

Our Behaviour Policy aims to:

- create an environment which encourages and reinforces positive behaviour
- define acceptable standards of behaviour
- encourage consistency of response to both positive and negative behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure that the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in the implementation of this policy

These aims will be achieved through:

## **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of negative behaviours.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. Classrooms are organised to develop independence and personal initiative which promotes on-task behaviour.

Teaching methods encourage enthusiasm and active participation for all with lessons developing skills, knowledge and understanding which enables children to work and play in co-operation alongside others.

## **Rules and procedures**

These are designed to demonstrate how children can achieve acceptable standards of behaviour with each class following our School Values endorsed by our Code of Conduct.

## **School Values**

Healthy: We are aware of our physical and mental health.

Empowered: We are confident, resilient, heard.

Ambitious: We are motivated to be the best we can be.

Respectful: We share a strong moral code.

Together: We are empathetic and kind.

## **Code of Conduct**

- Respect self, fellow pupils and adults
- Respect your own and other people's property
- Be courteous, well-mannered and well-behaved
- Be honest, trustworthy and hard-working
- Take responsibility for words and actions
- Show tolerance towards others

## **Rewards and Sanctions**

Our emphasis is for rewards to reinforce positive behaviour. We believe that rewards have a motivational role, helping children to see that positive behaviour is valued.

Rewards are recognised and celebrated in many different ways:

- Praise – informal or formal; public and private; to individuals and groups
- Achievement Awards for individual achievement presented in Friday assembly
- House points
- Head Teacher awards
- Note/email home to parents/carers from class teacher
- Stickers

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to demonstrate the disapproval of unacceptable behaviour.

Sanctions should:

- Make it clear why the sanction is being applied.
- Make it clear what changes in behaviour are required to avoid future sanctions.
- Have a clear distinction between minor and major offences.
- Focus on the behaviour rather than the person.

To aid our children in demonstrating positive behaviours and avoiding sanctions, we have a behaviour chart within each class which is followed by all. This chart is in line with our 'Think Pink' marking policy, giving children the opportunity to think about and reflect on their choices.

The chart consists of a two-tiered approach and is applied on a daily basis.

- Each child starts on the green tier – the aim is to remain on this tier for the full day.
- If a child does not follow the code of conduct, then they move down to the other tier – pink.
- Once on pink, they need to reflect upon and adjust their behaviour accordingly.
- If they are successful, they move back to the green.
- If not, they remain on the pink and receive Level 1 sanctions (see below).
- After this sanction, having addressed the negative behaviour, they move back to the green tier.
- If the child is placed onto the pink tier again, they may be sanctioned at Level 2, Level 3 or Level 4 (see below).

We believe the key to a successful school is consistency in both policy and procedure. At Washingwell, consistency and fair sanctions are informed by considering two factors; the level (or severity) of the negative behavior and the frequency (or context) in which it occurs. The following table is used to inform the level of sanction given. This will take into account learning needs and reasonable adjustments.

Level	Dealt with	Behaviour Examples	Possible Actions
1	Class Teacher, Teaching Assistant, Support Staff	Interrupting adults Disturbing other pupils Avoiding work tasks Attention-seeking Moving around class without permission Unwilling to work cooperatively with peers e.g. turn-taking, sharing Telling deliberate lies i.e. to dismiss blame, incriminate others etc. Does not accept responsibility for behaviour	Conversation with child Loss of playtime Loss of lunchtimes Loss of privileges eg buddy duty, attendance at clubs Parental contact
2	Senior Leader	Persistent Level 1 behaviour Fighting Throwing objects Refusal to follow an adult request Intimidation Intentional harm towards another pupil Incites peer conflict Damaging or taking property Verbal abuse towards member of staff Absconding (remaining within the school grounds)	Conversation with child Loss of playtime Loss of lunchtimes Loss of privileges eg buddy duty, attendance at clubs Parental contact Logged on CPoMs
3	Head Teacher, Deputy Head Teacher	Recurrence of Level 2 behaviour Using abusive (including racist, homophobic etc) language or behaviour Inappropriate sexual behaviour Fighting (persistent) Bullying Seriously hurting another child Serious and deliberate damage to school or others' property Physical assault on a member of staff Criminal damage Bringing offensive weapons/illegal substances into school Absconding (leaving the school site)	Discussion with parents Professional support and involvement Internal exclusions Incident of discrimination logged in accordance with LA and National policies Fixed term exclusions Logged on CPoMs
4	Head Teacher	Child repeats the behaviours after involvement of parents, internal exclusions and close monitoring	Multi-disciplinary approach with outside agencies Fixed term exclusions Logged on CPoMs

### Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. Concerns should be communicated to the Head Teacher at the earliest stage, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to build trust, have a shared expectation for the required standards of behaviour and develop strategies for dealing with problems. Parental participation in many aspects of school life is encouraged.

The school will communicate policy and expectations to parents.

Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further strategies and, if necessary, sanctions will be discussed with the parents.

### **Equal Opportunities**

All rewards and sanctions must be applied fairly and consistently and in accordance with the school's equal opportunities policy. We are, however, mindful that some of our children, particularly those with SEND, may need an individual behaviour plan and these will be written in conjunction with staff, children and parents.

### **Roles and Responsibilities Governing Body**

The Governing Body will:

- Through consultation with other stakeholders including the Head Teacher, staff, parents and pupils, establish a policy of desired behaviours and procedures to achieve these principles and will review this policy annually
- Support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

### **Headteacher**

The Headteacher will:

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school
- Report to Governors on the impact and effectiveness of this policy on at least an annual basis
- Ensure the health, safety and welfare of all children in the school.
- Promote self-discipline and proper regard for authority among pupils
- Encourage good behaviour and respect for others and strive to prevent all forms of bullying
- Ensure that the standard of behavior of pupils is acceptable
- Provide relevant staff training and support staff in implementing the policy
- Ensure that this policy is distributed to all staff, parents and Governors at least once a year
- Be responsible for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

### **Staff**

The staff will:

- Act as role models of good behavior.
- Attend relevant behaviour management training as and when appropriate.
- Reward good behaviour, effort and achievement.
- Consistently apply the 'Code of Conduct', sanction and rewards systems.
- Promote self-discipline amongst pupils and deal appropriately with any unacceptable behaviour.
- Intervene promptly in any situation where behaviour is inappropriate or dangerous.
- Apply behaviour management strategies and sanctions consistently and fairly
- Monitor pupils' effort, achievement, attendance, punctuality, organisational skills,

presentation and appearance.

- Ensure that the work they prepare for pupils is appropriate, stimulating, interesting and challenging.
- Work closely with parents, responding promptly to any concerns.

## **Pupils**

The pupils will:

- Behave well at all times and in accordance with our Code of Conduct

## **Parents and Carers**

Parents have a vital role to play in promoting good behaviour in school and effective home/school liaison is important. We ask parents to give support in dealing with behaviour problems and keep the school informed of any difficulties parents and/or children may be experiencing at home.

We ask parents to keep the school informed of any changes at home that could have an impact upon their child's behaviour in school.

Parents and Carers will:

- Be expected, encouraged and supported to take responsibility for their child both inside and outside of school
- Be encouraged to work in partnership with the school to assist it in maintaining high standards of desired behaviour
- Be expected to support the aims and principles of the school behaviour policy
- Be encouraged to discuss the expectations set out in the Home-School agreement with their child, reinforce them at home and support the school staff should any problems occur
- Support their child's learning by attending parent evenings
- Be involved in their child's discipline cases, as appropriate
- Ensure their child attends school and is punctual
- Demonstrate respectful and courteous behavior whilst in the school premises

Parents should be reminded that it is unacceptable that they use inappropriate language, insolence or aggressive behaviour towards any member of the school staff, other parents or children, at any time. Failure to comply with this policy will be treated as a very serious matter. The school has links with agencies which can support parents and children through difficult times. Parents can speak in complete confidentiality to the Head Teacher. We are here to help and support.

## **Bullying**

For details on how the school seeks to both prevent and deal with bullying, see the Anti-bullying Policy.

While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All incidents of bullying are dealt with quickly and considerately with outcomes being recorded on CPoMs and fed back to parents.

## **Positive Handling**

Staff only intervene physically to sooth or calm children, or to restrain them to prevent injury to another person or him/herself. The actions that we take are in line with government guidelines on the restraint of children.

A Senior member of staff must be sent for and stay calm and un confrontational. However, there may be times when a trained Team-Teach/Positive Handling member of staff may need to restrain a child.

Situations may include:

- the pupil is in danger of committing a criminal offence
- the pupil is in danger of injuring themselves or others

- the pupil is damaging property
- the pupil is engaged in behaviour which is prejudicial to good order and discipline

Physical restraint must not be used for:

- a trivial mis-demeanor
- non-compliance with an instruction which has no immediate risk to people or property

Physical restraint is a last resort. Other strategies which should be tried first include:

- allowing space
- listening
- cajoling
- talking
- diversion
- humouring
- distraction

Positive handling can include:

- stepping between pupils
- holding
- pushing/pulling a pupil away from danger or another person
- leading a pupil by the hand
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds as advised by Team Teach/Positive Handling Training.

Staff should always report the use of physical restraint to the most senior member of staff on the premises. This should be followed up by a written report to include:

- the name/s of pupil/s involved
- the name/s of staff involved
- where the incident occurred
- when the incident occurred
- the name/s of witness
- the reason the physical handling was necessary (this should be shared with the parent/carer)
- a report on the events leading up to and after the physical handling (this should be shared with the parent/carer)
- details of any damage caused before, during or after the incident (this should be shared with the parent/carer)
- Signed by the Headteacher and Chair of Governors.

### **Fixed term and Permanent Exclusions**

This is where a pupil is required to stay at home for a period of time. A Fixed Term Exclusion is governed by guidance from the Department for Education and the school follows that guidance. In every case, families must be informed within 24 hours of an exclusion being sanctioned.

Although rarely used and regarded as a last resort, a pupil who is permanently excluded from school is not permitted to return to the school. A Permanent Exclusion is governed by guidance from the Department for Education and the school follows that guidance. In every case, families will be informed immediately.

At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Head Teacher informs the Local Authority 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

Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Where a pupil is at risk of a permanent exclusion, the option of a voluntary managed move to another institution could be considered.

The school's responsibilities:

- During the first 5 days of any exclusion, usually, a member of the Leadership Team will organise the setting and marking of work
- From day 6 an excluded pupil must receive full-time education provided by the school, if the exclusion is fixed term, or by the Local Authority if the exclusion is permanent
- Following a fixed term exclusion, the child and their parent/carer will be required to attend a reintegration meeting, usually led by the Headteacher. The purpose of this meeting is to establish strategies for returning to normal school life, expectations for conduct and potential consequences for any breaches.

Parents/Carers responsibilities:

- During the first 5 days of any exclusion parents/carers must ensure their child is not in a public place during school hours without good cause. Parents/carers could be prosecuted or issued with a fixed penalty notice if they do not comply with this
- Following a fixed Term Exclusion parents are expected to attend the pre-arranged reintegration meeting with their child and the Headteacher.

### **Monitoring and Evaluation**

The Head Teacher and SLT monitor the effectiveness of this policy on a regular basis. The Head Teacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of negative behaviour. The SLT and class teachers record on CPoMs details of level 2, 3 and 4 sanctions.

The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. They evaluate the impact of this policy through data on fixed-term and permanent exclusions analysed by number, year group, gender, ethnicity and types of behaviour that resulted in exclusion.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

### **Review**

The Governing Body reviews this policy every three years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Next review: 2027