

Whimple Primary School

Behaviour Policy



Aims

The aims of this policy are as follows:

- Provide a **consistent approach** to behaviour management which allows all pupils to learn, work and play in a friendly, safe atmosphere, where positive behaviour is expected and disruptive behaviour is dealt with in a clear and consistent way.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave** and to enable children to self-moderate their own behaviour in and outside the classroom.
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management; for staff to promote high standards of behaviour and mutual respect by being positive role models for the children and to work with Parents and Carers to jointly support good behaviour.
- Outline our system of **rewards and sanctions**. To make children aware that they are ambassadors for the school and the importance of how their behaviour is perceived by our school and the wider community. To make sure that pupils who consistently follow the rules are noticed and rewarded.

Our policy follows the Department for Education's guidance on what to include in a school's behaviour policy in the Education Act 2011, which outlines a school's duty to safeguard and promote the welfare of its pupils. It acknowledges the school's legal duties under the Equality Act 2010 in respect of pupils with Special Educational needs and the SEND code of practice. The policy is also based on Keeping Children Safe in Education, Section 175 of the Education Act 2002 and Sections 88-94 of the Education and Inspections Act 2006 which require schools to regulate pupils' behaviour and give schools the authority to confiscate pupils' property.

Behaviour for Learning

At Whimple Primary School we take a proactive approach to pupil behaviour management. Good behaviour is an expectation and we believe that the best way to ensure that everyone behaves in a positive way is through the development of strong, trusting, enabling relationships within an environment of safety, stimulation, respect and learning.

Everyone is responsible for promoting positive relationships and good communication with others, actively building trust and rapport. Children learn by example and adults must act as positive role models in their own behaviour and relationships.

We should have high expectations of all children and when we demonstrate our belief in them, it supports them to succeed. We should identify the strengths in the child and develop them.

We recognise an individual's needs and respond in a supportive and positive way that promotes self-esteem and that will nurture self-confidence and independence. Pupils will be provided with social and emotional learning experiences and opportunities that will support them to develop a sense of pride and build self-awareness.

We strive to create a place of mutual support and encouragement rather than focusing on negatives. Pupils are supported to develop tolerance and build resilience, make good choices and take responsibility in readiness for them taking their place in society. This follows our school values of Responsibility, Respect, Reasoning, Resourcefulness, Resilience and Reflection.

We support pupils through our positive relationships and help to develop their social and emotional skills. We are non-judgemental about children's life experiences, and we use evidence over time to inform how we plan and support them.

Classes agree codes of conduct for classroom behaviour at the beginning of each school year.

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Intentional injury to another pupil or adult
- Vandalism
- Theft
- Fighting
- 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 is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that the behaviour is serious.

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
Prejudice-based and discriminatory, including racial, faith, gender, disability, etc	Taunts, graffiti, gestures or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching, upskirting
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing linked to any other type of bullying

Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Peer on peer	Either one or multiple facets of the above abuse at any one time.

Pupils, parents and staff must report incidents of bullying to the class teacher or headteacher. These incidents will be formally recorded and investigated.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. (see website)

Roles and responsibilities

The governing board

The governors will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors.

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.

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. (see appendix)

The senior leadership team will support staff in responding to behaviour incidents.

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.

Pupil code of conduct

Pupils are expected to:

Behave in an orderly and self-controlled way.

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.

Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Rewards and sanctions

Rewards

Our school consistently encourages and rewards positive behaviour as follows:

- Praise
- **Team points:** All children are in one of the four family teams, Badgers, Hedgehogs, Rabbits or Squirrels. Team points are given to further promote good behaviour and can be given by any member of staff. Points are collected each week and the winning team announced in assembly. Each half-term the points are collated and a certificate given to each winning team member. At the end of the year, all the points are totalled and a yearly winner announced.
- Letters or phone calls home to parents
- Special responsibilities/privileges

Achievers Assemblies

Two assemblies take place each week:

'Stars' - 'star' assembly allows teachers, teaching assistants and mealtime assistants to nominate children who have been exceptionally kind, polite, considerate or helpful. Children receive star badges in assembly and keep them for the week before passing them onto the next group of children.

Learning Certificates - these are awarded weekly in assembly for one of the 6Rs: responsibility, respect, reasoning, resourcefulness, resilience and reflection. These can also link to promoting positive behaviours.

Children are encouraged to bring in other achievements and certificates obtained outside school to share in these assemblies.

Sanctions

Positive reinforcement is used to encourage pupils to engage and behave respectfully with both adults and their peers. Children who do not conduct themselves in accordance with the agreed class, playground, or school rules are reminded of acceptable behaviour.

Inappropriate/disruptive/disrespectful behaviour will work through the following sanctions:

1. Verbal warning given to child specifying the behaviour or action that requires changing.
2. Child moved away from peers to a place where still clearly visible for 5 minutes to enable child to think about their behaviour and what needs to change.
3. Child moved to another area for 10 minutes (Key Stage 1) or 15 minutes (Key Stage 2). If at lunchtime, sent to teacher.
4. Child taken to head teacher.

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

- Redo work until it is a satisfactory standard
- Expecting work to be completed at home, or at break or lunchtime
- Removal of some free time at break or lunchtime
- Loss of privileges - for instance responsibilities, trips, etc
- Letters or phone calls home to parents
- Agreeing a behaviour contract

In more extreme cases, the use of temporary or permanent exclusion may apply (see Whimple Exclusion Policy and Devon Guidance on Fixed Term Exclusions and Permanent Exclusions available from the school office or on the school website).

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

Sanctions for sexual harassment and violence may include:

- Removal of some free time at break or lunchtime.
- Loss of privileges – for instance responsibilities, trips, etc
- Letters or phone calls home to parents.
- Agreeing a behaviour contract.
- Attending sessions to explore and understand why sexual harassment and violence is inappropriate and unacceptable.

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.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Behaviour management

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.

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

The law allows staff to physically restrain a pupil using 'reasonable' force. Many staff are trained to restrain children safely. They will be called upon if possible, to physically restrain a pupil should this ever be necessary. However, this does not remove the same power to any paid employee, should an occasion arise where physical restraint would be deemed necessary. Should a child ever be physically restrained, then the parent of the child will be notified. If a child has emotional and behavioural difficulties then a plan will be agreed with parents.

Confiscation

Any prohibited items (listed under Serious Misbehaviour) 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.

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

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.

Pupil transition

During the Summer Term teachers meet to discuss and pass on relevant information about behaviour, prior to the transition morning. Staff meet with parents when necessary to discuss and create plans for transition between classes. The current class teacher or TA will work when necessary with a child individually or in a small group to reassure and prepare them for transition. This may include familiarisation with the classroom and an opportunity for the child to ask questions that are important to them. At the start of the academic year the new teacher and support staff will find opportunities to build relationships with the class, particularly with the children who need more support regarding behaviour. When necessary there can be an 'enhanced transition' to secondary school during the summer term for children who will need support with

behaviour. Where appropriate, staff will familiarise a child with the behaviour systems of their new secondary schools and help them to understand them.

Training

Our staff are provided with training on managing behaviour as part of their induction process. If deemed to be necessary, this may include proper use of restraint.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governors annually. At each review, the policy will be approved by the headteacher after consultation with staff.

Links with other policies

This behaviour policy is linked to the following policies:

Exclusions Policy

Anti-Bullying Policy

Child Protection and Safeguarding Policy

Appendix 1

INCIDENT REPORT

Pupil	DOB	Date	Time
Reported By:	Others Involved (names and roles)		
Where in school did the incident happen?			
What led up to the incident?			
What steps did you take to de-escalate (<i>circle appropriately</i>)			
Warning	Reassurance	Choice	Divert
Asked to stop	Distract	Humour	Instruction
Brief factual summary of what exactly happened			
Start time.....Finish time.....			
Reasons for intervention		Actual injury to self	
Potential injury to self		Actual injury to self	
Potential injury to staff/pupil		Actual injury to staff/pupil	
Potential damage to property		Actual damage to property	
Attempting to leave site		Other	
Why was it in the child's best interest to intervene?			
Positive Handling Strategies Used: (<i>please circle action & position</i>)			
Lapover	Safe wrist hold	Safe wrist hand hold	Safe double wrist hold
Sitting	Kneeling	Standing	
Length of contact:		Adults Involved	
Pupil debrief	Staff debrief	Parents advised	

Signed: Pupil (if appropriate).....

Headteacher

Other Adults Involved.....

INCIDENT DEBRIEF

Possible triggers:
Possible escalating factors:
Possible de-escalating factors/subsequent behaviour:
Pupil witnesses
Has a Behaviour Care Plan been written/reviewed?
Resolution – outcome (How a similar incident could be managed in the future)
Child
Adults in school

Appendix 2: behaviour log

PUPIL'S NAME:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	