



"Living and Learning through Faith, Hope and Love"

**WEETON ST MICHAEL'S C.E.  
PRIMARY SCHOOL**

**BEHAVIOUR POLICY**

**SEPTEMBER 2020**

**REVIEW: SEPTEMBER 2021**

## **The Principles:**

**The Governing Body believes that all children, parents, staff and visitors have the right to be safe, to feel safe and to be respected. With this right comes responsibility and accountability for any behaviour that puts at risk the safety and wellbeing of others.**

The Governing Body believes, in accordance with Section 89 of the Education and Inspections Act, that in order to enable teaching and learning to take place, desired behaviour in all aspects of school life is necessary. It seeks to create an inclusive, caring learning environment in school by:

- Promoting desired behaviour and discipline
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- Ensuring equality and fairness of treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all students can achieve.

## **Roles and Responsibilities:**

- The Governing Body will establish, in consultation with the head teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. The Governing Body will ensure this policy is communicated to all children and families, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.
- The head teacher will be responsible for the day to day implementation and management of the behaviour policy and procedures.
- Staff, including teachers, support staff and volunteers, will be responsible for ensuring the behaviour policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the head teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the head teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Governing Body, Head teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to, and appropriately addressed.
- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

- Children are expected to take responsibility for their own behaviour and will be made fully aware of the school's policy, procedure and expectations. Children will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

## **Procedures:**

- The procedures in this policy have been developed by the head teacher in consultation with staff. The procedures will make clear to the children how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, children and families. The procedures will be monitored by the head teacher to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility to the whole community.

## **Rewards:**

- A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Rewards systems will be clearly outlined in the procedures. Integral to the rewards system is an emphasis on both informal and formal praise to individuals and groups of children. Alongside this is informing parents regularly on their child's desired behaviour.

## **Sanctions:**

- Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued, all solution focussed strategies will have been actioned.
- A range of sanctions is clearly defined in the procedures and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between sanctions applied for minor and major offenses.

## **Training:**

- The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

## **Inter-relationship with other schools:**

- In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs and the anti-bullying policy will be established.

## **Involvement of outside agencies:**

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all children are met by utilising the range of external support available.
- Children needing support from external agencies are identified through the SENCO. However, if necessary a student may move immediately to that stage to access support.

## **Review:**

- The head teacher will consult with staff, children and families to monitor and review the behaviour policy. The head teacher will report to the Governing Body on the policy's effectiveness, fairness and consistency. Monitoring methods may include Parent Forum meetings, parental/staff/pupil questionnaires, working with the Curriculum School Council group, scrutinising incident book entries and observations of behaviour in class, out in the playground and at lunchtimes.
- The Governing Body will review this policy on an annual basis in accordance to DFE guidelines.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all staff, children and families.

## **Rewards**

- All staff will praise children for examples of good behaviour and will explain to the child why they are pleased.
- Dojo points can be awarded for good behaviour, attitude to work, showing a good example, demonstrating our half-termly value etc. and are added to their Dojo character on the interactive whiteboard. This total can also be accessed from home so that parents can see their child's progress.
- Dojo points are also used to encourage and reward positive behaviour at lunchtime.
- Each week the child who has been awarded the most Dojo points will be named the Dojo champion and will receive a certificate in Friday Celebration Worship.
- Alongside this the children accumulate their points and when they reach certain milestone in the number of Dojo points they have received, they will be awarded a certificate in Friday Celebration Worship. These milestones are:-
  - 50 Dojo points – bronze award
  - 100 Dojo points – silver award
  - 150 Dojo points – gold award
  - 250 Dojo points – platinum award
- The child from each class who has received the most Dojo points will be given a star trophy to take home during the end of year Celebration Assembly.
- Each week, one child from each class will be chosen to be the Star of the Week and a Values Award; the class teacher will decide on a Friday afternoon and the child's parents will be told via app message. The child will receive their certificate in Celebration Worship.
- Each year one child in school is chosen to receive the Citizenship Award. This is awarded by the Rotary and the decision is made as a whole staff. The child will receive their award in the Celebration Assembly at the end of the year.

- The school has several 'big' awards that are given out at the end of the year during Celebration Assembly. The whole staff chooses one child from the Infant and the Junior children to receive each award. The awards are as follows:
  - Sportsmanship
  - Values
  - Friendship
  - Star of the Year
  - Special Award
  - Perseverance

The children who are chosen to receive the awards will be given a small trophy of their own to keep; this has been engraved with their name, the year and the title of the award.

In addition to these awards, the class teachers can implement their own strategies to encourage the children to behave well, uphold the expectations of the school and do their best.

## **Dealing with Unacceptable Behaviour**

### **Remember that it is the behaviour that is unacceptable and not the child**

- For low level incidents, children are given one warning. If the incident persists, the child is warned again and told that if they do not change their behaviour their name will be put on the whiteboard and they will miss some of their next playtime. Children are given the opportunity to modify their behaviour during the session and their name is wiped from the board.
- For serious incidents such as swearing and any kind of intentionally violent behaviour, the head teacher is immediately informed.
- Any child who is sent to the headteacher will be asked to complete a 'Think Sheet' and miss their playtime. The head teacher will talk to the children about their behaviour, what went wrong and what needs to change. If there is a repetition of the incident, then the child will miss the next Community Carousel session.

## **Children with Challenging Behaviour**

- Sometimes, for various reasons, children may experience times when their behaviour becomes more challenging. In these cases, children will work with a member of staff to design a personalised behaviour chart with specific targets for them to achieve. These charts are shared with parents, reviewed regularly and enforced by all staff throughout school. Once the child has overcome their difficulty or behaviour returns to meeting School's expectations, the chart will be removed.
- Children who may have difficulty expressing their feelings when they are angry, causing them to 'lash out', are given a Helping Hand card to keep in their pocket. They can use this to non-verbally signal to a member of staff they need some time out.
- For children who exhibit very challenging behaviour, an Individual Behaviour Plan is put into place along with a care plan that is shared with all staff. If any outside agencies are involved with the child, their input will be sought into the writing and review of the IBP and care plan.

- As part of meeting the needs of children with challenging behaviour, the school will provide various forms of support. These will include:
  - Nurturing support – group or 1:1
  - Reflection time – throughout the day, daily, weekly etc
  - Time out/withdrawal
  - Bought in counselling support
  - Educational Psychologist Input
  - Bought support from the Inclusion and development Support service
- The school will seek to work fully with all parents and carers of the child on a regular basis.
- If the root of challenging behaviour is found to be a safeguarding matter, the Child Protection Policy and appropriate procedures will be followed.

## **Use of Reasonable Force**

### **Key points:**

- School staff have the legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior leaders will support staff when they use this power.

### **Defining Physical Contact:**

- It is not illegal to touch a pupil. There are occasions when physical contact other than reasonable force is proper and necessary.
- Examples when physical contact is proper and necessary include:
  - Holding the hand of the child at the front or back of the line when walking children around school or into assembly.
  - Comforting a distressed child
  - Congratulating or praising a child
  - Demonstrating how to use a musical instrument
  - Demonstrating exercises or techniques during PE lessons
  - Giving first aid

### **What is reasonable force?**

- The term reasonable force covers a broad range of actions.
- Reasonable force is used to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or restraining a child to prevent injury or violence towards another child/member of staff.
- Reasonable means using no more force than is necessary.
- Control means either:
  - Passive physical contact such as standing between two children or blocking a child's path
  - Active physical contact such as leading a child by the arm out of the classroom
- Restrain means physically holding back or bringing a child under control. Restrain is used in more extreme circumstances for example if two children were fighting and refusing to separate.

- All staff should avoid acting in a way that may cause injury but in extreme cases it may not be possible to avoid injury.

### **Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force (section 93 of Education and Inspections Act 2006)

### **When can reasonable force be used?**

- To prevent children from hurting themselves or others, from damaging property or from causing disorder
- Force is used to either control or restrain children
- The decision to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances
- The following are examples of situations where reasonable force may be required:
  - Removing disruptive children from the classroom where they have refused to follow an instruction to do so
  - Preventing a child from behaving in a way that disrupts a school event or visit
  - Preventing a child from leaving a classroom where allowing the child to leave the classroom would risk their safety or lead to behaviour that disrupts the behaviour others
  - Preventing a child from attacking a member of staff or another child
  - Stopping a fight in the playground
  - Restraining a child at risk of harming themselves through physical outbursts

**The use of reasonable force to restrain or control a child should never be entered into lightly. Physical force should only be used when other de-escalation techniques have been tried.**

## **It is never lawful to use physical force as a punishment**

### **Using force:**

- Physical restraint must not be used when a less severe response could effectively resolve the situation.
- Where possible, the child must be given a clear warning
- The child must be reassured that he/she will not be harmed and that they will be helped to resume their activities once they have calmed down
- It is recommended that two members of staff are present during physical restraint. If a situation escalates, additional support should be sought via the helping Hand system.

### **Informing parents and recording incidents of physical force:**

Serious incidents are recorded in the Purple Incident folder which is stored in the Junior Stock cupboard. It is good practice to speak to parents about any serious incident involving their child, regardless of whether force has been used or not.

When physical force has been used to restrain a child or bring a child under control, this should be recorded onto a serious incident form along with details as to the incident itself and what led to the incident.

If an injury occurs, an accident form should be completed at the same time.

## **Exclusions**

- The Headteacher decides whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.
- Parents have the right to make representations to the Governing Body for exclusion and the Governing Body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.
- Schools are under a duty to provide suitable full time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full time education from the sixth school day of a permanent exclusion.
- School will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion. There is, however, no legal obligation to do so.

## **Preventing Bullying**

Bullying is the behaviour of an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms e.g. cyber bullying and is often motivated by prejudice against particular groups on grounds of race, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be just as damaging. Teachers and staff have to make their own judgements on each case.

School actively works to prevent bullying using the following strategies:

- An ethos of good behaviour is established where pupils treat one another and the school staff with respect because they know this is the right way to behave.
- Values of respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference through events, projects and assemblies. The approach will depend on the particular issue.

## Confiscation of Inappropriate Items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of pupil's property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The confiscated item will be returned directly to the child's parents.
- Staff have the power to search pupils for the following items without consent:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Pornographic images
  - Any article that is likely to cause offence, personal injury or damage to property
  - Any item that has been banned by the school

Weapons, knives and extreme/child pornographic images will be handed to the police. For other items, the teacher will decide if and when to return the item to the child's parents or dispose of it.

## Off site behaviour

### Beyond the School Gate

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Posing a threat to another pupil or member of the public

If the behaviour is criminal, or causes threat to a member of the public, the police will always be informed.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for the school. Taking the above into account, we expect the following:

- Polite and sensible behaviour on all transport to and from school, e.g. when on educational visits or participating in learning opportunities in other schools
- Good behaviour on the way to and from school.
- Positive behaviour that does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Sanctions and Disciplinary Action - Off-site Behaviour**

Sanctions may be given for poor behaviour off the school premises that undermines any of the above expectations, regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

In issuing sanctions, the following will be considered:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Date: September 2020

Review Date: September 2021



## **Variances to the Weeton St Michael's CE Primary School Behaviour Policy for the period following Re-Opening when social distancing is recommended.**

Our core aims, principles and intentions of our current Behaviour Policy, will remain unchanged. We will continue to maintain our ethos and promote our school values.

We will be very mindful of the need to support our pupils with their transition back to school, providing clear guidance on the changes to school routines, and frequent reminders of our expectations in an age appropriate way.

We will take into account the possible impact of the virus and lockdown on pupils in the event of considering any sanctions i.e. the impact on mental health/wellbeing of being out of school for this period, anxiety, impact on their family, bereavement and concern for family members.

Where a pupil has a special educational need, we will consider the impact on their behaviour of being out of school for an extended period. Weeton St Michael's will maintain its high expectations for every pupil and will continue to use our established strategies, as outlined in the Behaviour Policy, to provide consistency and clarity across school.

Positive praise will remain at the core of our behaviour management strategies.

There will be some changes to our behaviour policy in order to address the requirement of social distancing and keep the community safe:

Serious incidents:

- If a pupil wilfully ignores or refuses to follow instructions relating to social distancing between class groups, then the child will immediately be moved to a separate area. The parents may be called to collect the child. A member of the teaching staff will discuss with parents whether it is possible to keep the child safe in school during the period of social distancing. If the school's senior leadership decides that it cannot keep the child safe and/or other children/adults may be put at risk by the child attending, then parents should expect that their child will not be able to attend school during this time.

May 2020

