



“Together we learn, Together we succeed”

Behaviour Policy

This policy has been written to ensure that the school’s ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

| Policy Agreed | Reviewed by | Ratified on | Approved by | Signature on behalf of | Next Review |
|---------------|-------------|-------------|-------------|------------------------|----------------|
| June 2018 | R Lane | 26/9/22 | FGB | R Moffat | September 2024 |

Behaviour Policy

Introduction

This document has been produced by the pupils, staff, parents and governors of Welbourne Primary School.

The aim of this Behaviour Policy document is to establish clear definitive aims and objectives that promote the positive ethos of the school.

In partnership with parents / carers we seek to encourage pupils to develop a caring and responsible attitude and to recognise the consequences of their own actions and decisions.

Aims & Values

We aim to establish an ordered, secure and safe environment for all children and adults within the school. *'Well managed schools create cultures where pupils and staff flourish in safety and dignity'* (DFE document: *Behaviour in schools July 2022*). Whilst seeking to implement this policy, we aim to uphold our core values of community, respect, self-belief and innovation. Everyone within the community is expected to be honest, responsible, hardworking, cooperative, modest, well-mannered and to have integrity at all times. Through this policy we aim to uphold our core values of community, respect, self-belief and innovation.

As a Rights Respecting School, we teach children about children's rights but also models rights and respect in all its relationships: between teachers/adults and pupils, between adults and between pupils. All staff are encouraged to use praise and support of whole school and class charters to help pupils achieve their best work and respect the rights of everyone.

Although the Head Teacher is ultimately responsible for behaviour and discipline within a school, effective discipline can only be achieved by a collective and collegiate approach.

The attitude of all staff, both teaching and support, is of great importance. It is they who ultimately determine the environment in which good staff/pupil relationships can develop. All staff are expected to demonstrate a good example to pupils in matters of dress, punctuality, commitment, politeness and care.

Staff should consider themselves responsible at all times for the pupils within their sight and sound. All staff should seek to establish good patterns of behaviour and discipline using a positive approach of praise, encouragement and reward.

The School Rules

Our school rules are based on an overriding concern for the welfare and safety of the children in our care and the encouragement of respect and courtesy in everyday life. The school rules are discussed with the children in one of the first assemblies at the start of the year.

Behaviour management at Welbourne focuses on positive conduct and rewards are given to children when the rules are followed. However, there will be times when rules are not followed; sanctions are graded according to the nature of the offence - see the section on *'Rewards and Sanctions'* for more information.

In addition to whole school rules, pupils will have devised their own classroom rules and discuss playground rules; these are displayed in the classrooms and/or in the playground.

This policy is shared with parents / carers on admission and they are asked to agree it and it is publicised annually. It is also displayed on the school's website.

Our 'Golden Rules' are as follows:

- Be gentle.
- Work hard.
- Listen to others.
- Be kind and helpful.
- Move quietly and sensibly around the school.
- Respect school and other people's property.

The following is a list of guidelines and expectations so staff can help develop consistency and continuity of approach with pupils:

- Children should not be on the premises before 8.45am unless they are attending breakfast club or they have been asked by a member of staff to arrive earlier.
- Jewellery should not be worn or brought to school. The wearing of earrings is discouraged, as they can cause injury. If earrings are worn, they need to be studs.
- Children should not bring into school anything of value such as mobile phones/devices and they should not leave money in pockets or bags. Children should not need to bring money to school except for dinner money, trips and/or other specific events.
- Children should not bring in toys from home. This includes bats, balls, trading cards, electronic games or any other type of game.
- Any item banned by the school can be searched for. (*DfE document: Behaviour in Schools- July 2022*) In addition to the above, banned items include drugs, knives and weapons, alcohol, stolen items, tobacco and cigarette papers, vapes, pornographic images or any item that staff suspect has been, or is likely to be, used to commit an offence or injure a person or damage property.
- The school policy is to promote equal opportunities and good race relations between persons of different ethnic groups. Any discriminatory incidents will be dealt with according to Haringey policy.
- Derogatory behaviour on grounds of religion, disability, gender or sexual orientation will not be tolerated.
- Children are not allowed to run in the school corridors.
- Children are not allowed to bring sweets, fizzy drinks or chewing gum into school.
- School uniform, including appropriate footwear, is to be worn at all times.

Rewards & Sanctions

The school rewards good behaviour, as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Special effort, success, kindness and good manners are rewarded with praise and encouragement using a variety of incentives. The following is a list of some of the rewards we use at Welbourne to reinforce good behaviour:

- An encouraging compliment
- Smiles and thanks
- Written comments on pupils' work
- Raffle tickets
- Postcards home
- A visit to another member of staff
- A visit to KS coordinator
- A visit to a Senior Leader
- A visit to the Head Teacher
- Awarding a certificate for reaching gold on the traffic lights.

Expectations about acceptable behaviour are reinforced by all staff wherever and whenever appropriate. Unacceptable behaviour is dealt with quickly, firmly and with consistency of approach. Very often a mild reprimand is all that is needed. The KS Coordinators, the Senior Leaders and ultimately the Head Teacher deal with more serious matters.

Very serious cases of misconduct such as bullying, wilful damage and dangerous behaviour are dealt with immediately by the senior leadership team and parents are informed.

There are a range of sanctions which may be used in the event of unacceptable behaviour:

- Move down on traffic lights
- Verbal and non-verbal indications of disapproval - reminder of expectations

- Loss of playtime/reflection time
- Time out in class/in another class
- Apology - written or verbal
- Restitution - repair of wilful damage
- Confiscation, retention or disposal of banned/prohibited items
- Community service within the school

See appendix A & B for more information.

For the most serious breaches of the school rules or persistent rule breaking the head teacher has the authority to suspend or exclude a pupil. This can be for a fixed term or, for the most serious offences, permanently.

See appendix C for more information.

Corporal Punishment

This is defined as the intentional application of force as punishment. This includes all forms of physical chastisement. This is illegal in all schools. No member of staff will use any form of physical chastisement.

'Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils' (DFE document: Behaviour in Schools-July 2022). Under these circumstances a reasonable and proportionate amount of force will be used. Guidance in relation to this is contained in appendix C.

In the event of any violent behaviour from any pupil, staff may have to use physical restraint to protect the pupils involved. Under these circumstances the minimum amount of force will be used. Guidance in relation to this is contained in appendix C.

Volunteers and Students

Volunteers and students will be given a copy of Volunteers Policy which will outline both the behaviour expected of them and how they should interact with pupils regarding behaviour. Students are given guidelines to follow and should use the Behaviour Policy when in classrooms.

Induction and Training

All new staff and volunteers are inducted on the Behaviour Policy. Staff receive annual training on the school's Behaviour Policy and are supported by the Inclusion Team and Senior Leaders where training needs have been identified.

Signed on behalf of the Governing Body:

.....

Date:

Appendix A

Guidance for Behaviour Management

Staying on GREEN and Going for GOLD

The 'Staying on Green' and 'Going for Gold', is a visual behaviour management system that allows all staff to monitor behaviour while providing a visual reminder of the immediate goal. This will be represented as a traffic light chart which will support the class rules and instructions enabling staff to give warnings to children in a calm and non-confrontational way.

The number of traffic lights used will be dependent on the year group:

- Nursery - Reception: red, yellow, green, and gold
- Y1 - Y6: red, yellow, blue, green, bronze, silver, gold

All children begin each day on the green light regardless of what has happened the day before. Children are encouraged to make the right choices and reflect on inappropriate behaviour. The child's name will be moved down a colour one at a time for any unacceptable behaviour and moved up a step for positive praise. Red is the final warning and Gold is the maximum for excellent behaviour that goes the extra mile (should relate to Class Rules and Golden Rules).

NB: THE TRAFFIC LIGHT SYSTEM IS ONLY TO BE USED FOR BEHAVIOUR MANAGEMENT AND NOT TO PRAISE OR CRITICISE ACADEMIC ACHIEVEMENT

Behaviour Log

The ***Behaviour Log*** will run parallel to the traffic lights (see behaviour consequences grid) and will provide us with a written log of more serious or persistent behaviour issues.

The aim of our ***Behaviour Log*** is to enable us to monitor and identify pastoral needs of individual pupils and act on them appropriately (for example Pastoral Support plan). Logged behaviours are to be shared with the Senior Leadership Team via Google docs and are logged on Integris. All incidents of bullying are shared with the Headteacher.

Behaviour and Discipline Grid

| Types of Behaviour | Possible Sanctions | Support Available |
|---|---|--|
| <ul style="list-style-type: none"> -Inappropriate calling out -Bringing banned items to school -Rocking on chair -Distracting others -Not listening to instructions (eg not tidying up) -Poor lining up -Throwing a small object (Inappropriate passing) -Running in the school building -Damaging school property (ruler/pencil) -Play fighting / Playing rough -Talking in assembly -Sulking / negative attitude -Defacing work -Kissing teeth -Gossiping -Name calling -Pushing/barging -Swearing as part of general speech -Getting out of chair | <ul style="list-style-type: none"> Verbal warning Move down traffic lights Time out in class-complete reflection form Inform parent / Carer Miss playtime | |
| <ul style="list-style-type: none"> -Repeated behaviours from above -Refusal to obey an instruction -Cheek, offhand comments to staff -Anti social behaviour (including on social media) -Fighting - from play fighting/ game -Damage of property (including others work) -Walking away when an adult is speaking -Verbal threats (including on social media) -Refusing to go on time out | <ul style="list-style-type: none"> Move down traffic lights Time out in class or another class-complete reflection form Record on behaviour log Inform parent / Carer Missed playtime Loss of Top Pitch time Community Service Report to phase leader | <p>Discuss behaviour with pupil</p> <p>Discuss behaviour with Parents / Carers</p> <p>WIF referred to inclusion Team</p> <p>Discuss with Inclusion Team</p> <p>Pastoral Support Plan</p> <p>Referral to Learning Mentor for support [via WIF]</p> <p>Involvement of Family Support Worker [via WIF]</p> <p>Referral to Drama Therapy or School Counselling [via WIF]</p> <p>Referral to outside agency support [via WIF]</p> |
| <ul style="list-style-type: none"> -Repeated behaviours from above -Stealing -Swearing (at someone) -Telling people not to tell (including on social media) -Fighting -Leaving class without permission and going out of sight of staff | <ul style="list-style-type: none"> Move down traffic lights Time out with SLT Record on behaviour log Inform parent / Carer and set up meeting with SLT support Missed playtime Loss of Top Pitch time Community Service Report to SLT Internal exclusion (option) Possible exclusion | |
| <ul style="list-style-type: none"> -Repeated behaviours from above -Extreme danger or violence -Serious racial, homophobic, discriminatory abuse (including on social media) -Serious bullying (including on social media) -Putting own safety or the safety of others at extreme risk (including on social media) -Serious verbal threats to staff or peers -Physical abuse/ intimidation of staff -Serious incidents of child on child abuse | <ul style="list-style-type: none"> Inform / Refer to SLT Inform Parents Record on behaviour log Possible exclusion | |



Time Out Sheet

Name _____ Date _____

Class _____

Time Out Minutes

Reason:

- Repeated behaviours from level 1
- Refusal to obey an instruction
- Cheek, offhand comments to staff
- Anti social behaviour (including on social media)
- Fighting - from play fighting/ game
- Damage of property (including others work)
- Walking away when an adult is speaking
- Verbal threats (including on social media)
- other _____

Work Sent: Yes

No

Time to return: _____

Signature of Class teacher: _____

Signature of Time Out Teacher: _____

Behaviour Reflection Sheet

Name:.....

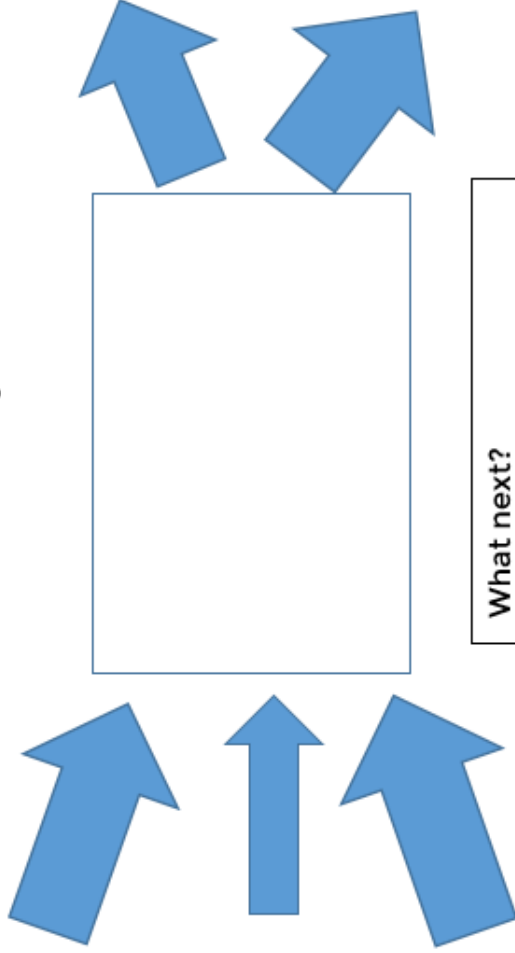
Date:.....|.....

What Happened?

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|--|--|--|
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What did I do? (my Behaviour)

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How do I feel?

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How has my behaviour affected others?

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What next?

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Behaviour Log

Name:

Class:

| | Date | Behaviour | Time/ Location | Consequences/Action |
|----|------|-----------|-------------------------------------|---------------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | Pastoral Support Plan considered | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |

To be shared with Deputy Headteachers at each stage to log electronically

Pastoral Support Plan

| | | |
|----------------------------|-------------|---------------|
| Name of Child: | DOB: | Class: |
| Present at Meeting: | | |

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|---------------|
| School |
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|-------------|
| Home |
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| Agreed targets |
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| School Support |
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| Home Support |
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Signature (school):

Signature (parents):

Signature (child):

Date:

Date of review meeting:

Appendix C

Exclusions

The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline it believes is essential for effective learning to take place.

Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after other sanctions and counselling have failed to achieve the desired change in behaviour and attitude.

Permanent exclusion will only be used as a last resort, when all other reasonable steps have been taken and when allowing the child to remain in school would be seriously detrimental to the education and/or welfare of other students or teachers.

Permanent exclusion may, on rare occasions, be the only possible response to a single incident of very extreme misconduct.

In applying this exclusion policy, the school will follow current DFE, LA guidance and advice.

When it is necessary to exclude a student, parents will be contacted by telephone, if possible, at the earliest possible opportunity. The exclusion will always be confirmed by a letter which will set out the reasons for the exclusion and also inform the parents of their rights to make representations to the Governing Body.

Each incident of exclusion will be recorded in a standard format. This will give:

- the name of the student
- the gender of the student
- the type of exclusion
- in the case of suspensions, the number of days for which the student will be excluded
- the reasons for the exclusion.

Each incident of exclusion will be notified to the Chair of the Governing Body / Chair of the Governors' Student Committee. Each will be sent a copy of the official exclusion letter.

PROCEDURES FOR SUSPENSIONS

The Head Teacher alone will normally decide if a student is to be suspended for a fixed period. The only exception will be when the Head Teacher is absent from school when his/her power to suspend for a fixed period will be delegated to the appropriate Deputy Head Teacher

Each case will be determined on its merit and the particular circumstances will be carefully investigated and considered. The degree of severity of the offence, the frequency of occurrence and the likelihood of re-occurrence will be taken into account, as will the student's previous record.

If a student is to be excluded for the first time, the length of the suspension will normally be 1-3 school days. Longer periods may be used for a more serious offence or for a reoccurrence of misbehaviour following an earlier suspension.

Suspension may be used for a single occurrence of serious misconduct or for persistent misbehaviour. It will not be appropriate as a response to non-attendance.

Suspension will always be considered in the case of verbal abuse towards members of staff and in cases of serious and unprovoked violence towards fellow students or staff. It will also be considered in cases of the bringing of dangerous objects or illegal substances on to the school premises. Suspensions may also be used in cases of serious misbehaviour on the way to and from school.

When the Head Teacher or another senior member of staff has decided that there are adequate grounds for suspending a student, the parents will be informed as soon as possible, by telephone if this is available. A letter will be sent to parents on the day of the suspension. This letter will set out:

- the reasons for the suspension
- the length of the suspension
- a suggested date on which parents may meet the Head Teacher to discuss the suspension.
- their right to make representations to the Governing Body.

Information regarding the exclusion will be sent to:

- The Chair of Governors
- The LA
- The LAC team if the child is 'looked after' by the LA

Representations to the Governing Body concerning suspensions will normally be made in the first instance to the Chair of Governors. If the matter cannot be resolved by the Chair of Governors, s/he may decide to refer the matter to an informal sub-committee of the Governors' Discipline Committee.

Before the student returns to school, the Head Teacher or senior member of staff will normally meet with the parents to discuss the incident and future conduct. The Head Teacher or senior member of staff may decide to impose conditions on the return or to draw up a home-school contract concerning the student's future conduct.

Although it will normally not be necessary, the school reserves the right to use suspensions up to the maximum period allowed in current legislation. In the case of suspensions exceeding the maximum period, the appropriate meeting of the Governors' Discipline Meeting will be called.

If the suspension is for 6 days or more the Head teacher will;

- Plan full-time, offsite, educational provision from day 6 of the suspension.
- Ensure that work is set and sent home for completion.
- Notify parents of their responsibility to ensure that their child is not found in a public place during school hours.
- Inform the LA of the details of the exclusion and the provision made for the individual.

PERMANENT EXCLUSION

The Head Teacher alone may decide if a student is to be permanently excluded. If the Head Teacher is temporarily absent from school and an incident occurs in which the appropriate Deputy Head feels that permanent exclusion may be the appropriate response, the Deputy Head may suspend the student concerned for a fixed-term long enough to allow the Head Teacher to consider the case on his/her return.

Permanent exclusion is seen as a very serious matter and will only be used as a last resort. It is likely to be applied only after all other sanctions, including suspensions, have failed to produce the desired response in the student. It may, however, be an appropriate response to a single incident of extreme misconduct, for example, extreme violence towards a fellow student or an assault upon a member of staff.

The Head Teacher will inform the parents of a permanent exclusion immediately by letter and, if possible, by telephone. The letter will give parents at least seven days' notice of a hearing before the Governors' Discipline Committee to consider the exclusion. The letter will state:

- that the student has been permanently excluded
- the reasons for the permanent exclusion
- details of previous disciplinary measures leading up to the permanent exclusion.
- the parents right to examine the student's record
- the purpose of the hearing
- that the parents and student should attend and that they may be accompanied by a friend
- that if they do not attend the Hearing it may proceed in their absence
- that if the Governors confirm the exclusion, the parents a right of appeal to an Independent Appeals Committee.

A copy of this letter will be sent to:

- The Chair of Governors
- The Chair of the Governors' Discipline Committee
- The LA

The Head Teacher will make arrangements for a hearing before the Governors' Discipline Committee to take place within fifteen days of the date of the exclusion. Normally, three members of the Discipline Committee will hear the case. No Governor who has any prior knowledge of the case will participate in the hearing.

The procedure followed at the hearing will be as informal as possible. It will normally follow the format set out below:

- The committee will meet jointly with the Head Teacher and the parent and/or the student and any accompanying friends of the parents.
- The Governors will invite the Head Teacher to give his/her reasons for recommending permanent exclusion.
- The parents will be invited to ask questions of the Head Teacher.
- The parents will be given the opportunity to explain why they think permanent exclusion is inappropriate.
- The Head Teacher will have an opportunity to ask questions of the parents.
- The Head Teacher and the parents will be given an opportunity to sum up and to ask further questions of the Governors. The Governors may wish to ask further questions of either the Head Teacher or the parents.
- The Head Teacher and the parents and student will then withdraw from the meeting and allow the Governors to consider the case on their own.

The Governors will decide to either:

- Confirm the permanent exclusion
- To order the immediate reinstatement of the student.

The decision of the Governors' Discipline Committee will be communicated to the parents by letter on the same day. If the Governors have decided to confirm the permanent exclusion, the letter will inform parents of their right of appeal to an Independent Appeals Committee.

THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

An effective behaviour policy secures an orderly atmosphere in which effective teaching and learning can take place. There may, however, be rare occasions on which school staff will need to use 'reasonable force' in order to control or restrain pupils. Teachers and support staff are authorised to use 'reasonable force'. Selected staff have been trained to use accredited techniques through *'Team Teach'*
What is 'reasonable force'?

The use of force is permitted if the circumstances warrant it. The force used should always be the minimum needed.

In what situations does the guidance apply?

- When a pupil attacks a member of staff
- When a pupil attacks another pupil
- When a pupil is engaged in, or is on the verge of committing deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects (for example in the classroom or on the playground or sports field)
- When a pupil absconds from class or tries to leave the school, especially where the child could be at risk if not kept there
- When a pupil is seriously disrupting a lesson
- Where the actions or behaviour of a pupil may threaten to undermine whole school discipline

Application of force is allowed where staff may need to

- Physically interpose between pupils
- Block a pupil's path
- Hold (but never round the neck or collar)
- Push
- Pull
- Lead a pupil by the hand or arm
- Guide a pupil away by using a single person hold or escort
- In extreme cases (such as self-defence) - more restrictive holds

But you should not act in a way that might reasonably be expected to cause injury

- Hold round the neck
- Restrict the pupil's ability to breathe
- Slap
- Punch
- Kick
- Throw objects
- Twist or force limbs against a joint
- Hold or pull by the hair or ear
- Hold face down on the ground
- Nor should you touch in a way that might be considered indecent

Recording

If physical intervention has been used, for example if restraint has been used, the Head or Deputy is responsible for interviewing the member of staff involved and recording the incident in writing as soon as possible. The report should include:

- The names of everyone involved, time, duration and place and the names of any other witnesses
- How the incident began and progressed, with details of behaviour
- What everyone said, as near as possible
- What steps were taken to de-escalate the situation
- A description of the measure used, how it was applied, for how long and its effectiveness
- A description of the medical treatment administered, if any
- Confirmation that the person making the record has spoken to the child concerned and the person using the measure and the feelings of both of them in relation to the use of the measure

These records are kept in a Bound and Numbered book, which is kept in the Small Front office.

General advice

- It is better to de-escalate than intervene
- Be sure that you are aware of the Whole School Policy on Discipline and Behaviour
- Always send for the help of a colleague as soon as possible (e.g. send a reliable child to the office)
- Talk over episodes with Senior Leaders or colleagues; find out what you think might have been a good response in difficult situations. A culture of openness is essential. Don't hide behind a notion of professionalism; it is unprofessional not to report incidents.

On breaking up a fight

- Disperse the onlookers; conflict thrives on an audience
- Don't put yourself at risk; alert colleagues, enlist their help
- Assess a situation first
- Be calm, don't take it personally
- Use verbal intervention first
- Think about surprise and noise as more useful than force; whistle/ bell may be much more effective than another body in the fray

On misuse of dangerous materials

- Minimise the number of people who may be affected. Protect yourself as much as possible.

On stopping a pupil absconding

- If you are considering stopping a pupil leaving the premises, think what you will do next; you cannot lock a student in a room.
- If you have done all you reasonably can to prevent the pupil from absconding, and they still run outside the school grounds – do not pursue them. This may cause an unnecessary accident.
- Come back to the school office; notify the Head teacher, parents/carers and the police. Then decide the next course of action in discussion with all involved.

THIS POLICY DOES NOT IN ANY WAY AUTHORISE THE USE OF CORPORAL PUNISHMENT