Woodbridge Primary School Behaviour Policy

	Signed	Date
Approved by	Matthew Gowen Chair of Governors	8th April 2022
Last reviewed		Spring 2022
Next review due on		Spring 2023

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Define what we consider to be **unacceptable behaviour**, including what constitutes bullying and discrimination
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the [special educational needs and disability (SEND) code of practice](). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](), which require 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
- [DfE guidance]() explaining that maintained schools must publish their behaviour policy online
- The United Nations Convention on the Rights of the Child

3. Whole school approach

We believe that all within the school community have the right to be safe, trusted and respected. This spans many areas and attitudes within the classroom, in the playground, within the school and in all areas beyond these boundaries, and includes children and adults alike. All aspects of the policy will be applied fairly and equally to all members of our community.

By safety we include all aspects of the school community including all groups identified by the Equality Act.

- 1. Physical safety – which includes Health and Safety Practices
- 2. Emotional safety - which includes E Safety, Anti Bullying, Child Protection as well as the identification of more vulnerable groups within the school.

This is addressed through our whole school ethos and there are many ways in which the school fosters the children's understanding of the world in which they live. The school's approach to learning is based around the principles of our 7Cs, or learning behaviours, of Curiosity, Commitment, Consideration, Craftsmanship, Confidence, Creativity and Communication, which underpin our curriculum. Each class writes their Class Charter based on these behaviours. Adults working in the school community provide a role model for the children and, as a school, we actively engage with the local community and its members, developing a greater understanding of the UK and Global Community through a variety of activities. We use PSHE, RSE and Circle Time sessions to enhance children's understanding of their rights and responsibilities and how they can develop healthy relationships and make a positive impact on the society around them. Assemblies are often led by local community groups and sometimes focus on beliefs and the celebrations of cultures other than their own.

4. Rewards & sanctions

Rewards

Children across the school learn that their contributions are valued and important and their actions are celebrated. Good standards of work and behaviour will be rewarded in the following ways:

- Praise: This can take the form of individual, class and whole school and can be either verbal or written.

- Stickers: Class and Headteacher stickers are given out to children who demonstrate examples of our 7C learning behaviours.
- Smiley Faces: These are given for good behaviour or exemplary work and are displayed in class. A certain number of smiley faces will earn the child the right to receive a prize from the Headteacher.
- Class Reward Systems: Within the school every class uses a similar reward system of stickers/stars/stamps. These rewards are exchanged for smiley faces.
- Recognition in celebration assembly on Monday morning in which all teachers submit a Star of the Week from the previous week.
- Celebration assembly: Pupils may bring awards or achievements accomplished outside of school to Celebration assemblies to show in front of the school.
- Class Reward Time: Whole class points are awarded for good behaviour and the class works towards a reward chosen by themselves and the class teacher.

Sanctions

The school sometimes has to use sanctions to reinforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and child. A sanction is seen as "wiping the slate clean". We make distinctions between minor and serious misdemeanours and we differentiate between a child and the actions of a child. We respect the pupil's voice and children are always given the opportunity to explain their version of events/reasons behind their actions. Ultimately, we expect children to acknowledge inappropriate behaviour and respond appropriately.

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

- A look that tells a child that a behaviour is unacceptable
- A verbal warning that makes clear what is unacceptable and the change needed
- Changing the child's position in the classroom
- Making up lost work time
- A temporary removal of other privileges e.g playtime
- Removal from the setting
- Referral to phase leader, Deputy Headteacher or Headteacher
- Contact with parents/carers to discuss behaviour
- Where appropriate, a restorative approach to rebuild relationships

Measures in more serious circumstances:

- Individual behaviour plans
- Behaviour Trackers
- Additional pastoral support
- Seek advice from external agencies
- Internal exclusion with a senior member of staff
- External exclusion and parents asked to attend meeting with the Headteacher
- Use of reasonable force procedures

5. Bullying

The WPS School Council has defined bullying:
"Bullying is repetitively being mean to the same person. It is constant verbal or physical abuse to someone. Bullying can make someone feel sad, lonely, dejected,

miserable and when it has happened for a few weeks, people can feel depressed or stressed. If this happens to you, tell a teacher immediately." (Jessica, previously Y4)
"If you have bullied someone, stop it because it hurts people inside" (Sam, previously Y4)

We will not tolerate bullying in any form, and will take whatever steps are necessary to address the problems, which are outlined in the procedures below.

Types of bullying

Bullying can take many forms:

- Physical: punching, kicking, hitting, pushing or other violence, inappropriate touch and gesturing
- Verbal: name-calling, teasing, laughing, spreading rumours, using threatening language, inappropriate remarks and use of inappropriate physical descriptions
- Emotional: being unfriendly, being deliberately unkind, excluding another child, playing practical jokes, sustained unwanted attention

Cyber bullying

Cyber bullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. At Woodbridge Primary School, we take cyber bullying seriously and deal with it in the same way we would any other type of bullying. If cyber bullying happens outside of school we will support parents or carers in handling any issues.

Prevention of bullying:

Bullying is best prevented by providing an ethos where children are encouraged to be supportive of each other, and to understand the consequences of their actions on others. This is developed in school through work in PSHE and Circle Time, including the use of our 7 C learning behaviours and rewards assemblies. All staff are involved in ensuring that children have the confidence to openly discuss any matters of concern they may have. Staff and governors will be trained on the school's processes and policies to prevent and address bullying. In addition, all staff will be expected to be vigilant to the signs of bullying and to know what steps to take to report and record incidents on the school's CPOMS system and PR1 forms, should they have concerns that bullying is taking place. We ask that parents and carers support their child in reporting any incidents they are concerned about to an adult at school at the earliest opportunity. The details of confirmed incidences of bullying will be kept on the School Bullying Report Form, as part of the Prejudice Related Incidents File. The school will follow steps outlined by the LA in the guidance 'Dealing with Prejudice Related Incidents' in order to address any confirmed incidents and these will be reported to governors regularly.

6. Responsibilities

The Classroom Charter is a consistent part of discussions with children in class and through assemblies, helps to reinforce the ways in which we should behave towards each other in our community. A copy of the behaviour policy is available to view on our website.

The role of all staff is to:

- Model positive behaviour.
- Use professional judgement to decide the appropriate response to a scenario.
- Ensure that acceptable behaviour is the norm in our school.
- Have consistently high expectations for behaviour.
- Recognise when children may need additional support and strategies to help them manage their behaviour.
- Record misdemeanours using the school's reporting tool which will be monitored by the SLT.

The role of the Headteacher is to:

- Model positive behaviour.
- Review, monitor and implement the school's behaviour policy consistently ensuring the health, safety and well-being of all children and staff.
- Report to governors on its effectiveness as required.
- Set the standards of behaviour and support the staff in its achievement.
- The Headteacher (or Deputy in the absence of the Head) has the responsibility for issuing fixed term or permanent exclusions for serious acts of unacceptable behaviour.

The role of the governing body is to:

- Agree the general guidelines used within the school to determine the standards of discipline and behaviour.
- Work with the Headteacher on particular disciplinary issues.
- Review the behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness.
- Hold the Headteacher to account for its implementation.

The role of parents is to:

- Communicate with school at the earliest opportunity if they have concerns about current behaviour.
- Participate in partnership with the school to model positive behaviour and to ensure positive interactions with staff.
- Support their child as they refine social skills, behaviour choices and develop independence, maturity and responsibility.
- Support the school in any reasonable sanctions they may use to ensure the safety of their child or others in the vicinity.

Parents and carers can use a range of methods to report their concerns to the school.

- Email or telephone the school office to share information
- Make an appointment to see the class teacher to discuss concerns in the first instance
- Make an appointment to see the Key Stage Leader or Headteacher (for more serious concerns)

7. Reassuring touch

It is not illegal to touch a pupil, and there are many occasions when physical contact is both proper and necessary, e.g. when comforting a distressed child, when congratulating a pupil, or when demonstrating PE exercises or musical instrument techniques.

8. Positive handling

In some cases, a child's behaviour may escalate and staff may be required to use positive handling strategies to ensure the safety of a child or others. This will be used if all other strategies have been tried. The main reasons that a child may require positive handling will be if they are: Committing an offence, injuring themselves or others, or causing damage to property compromising the good order or discipline of the school.

9. Reasonable force

All members of staff have a legal 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 within the school; for example when intervening in a fight, or if a disruptive pupil refuses to leave the classroom when instructed to. Members of staff should make reference to the SchoolSAFE file in the staff room, using copies of the Problem Behaviour/ Situations and/or Difficult or Dangerous Situations forms as necessary, in addition to the SCC Incident Report Form available from the school office, for incidents that lead to physical injury or emotional damage as a result

10. Powers of search

On extremely rare occasions it may be necessary to search for, and confiscate, inappropriate items which are brought into school, or for any stolen property. These will be retained and returned to parents or pupils if appropriate. This is related to the principle of the safety of all members of the school community and follows County and government guidance.

11. 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. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. We are under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days. The Local Authority is under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

12. Equal opportunities

This policy conforms with the 2010 Equality Act to take account of all vulnerable groups referred to within the Act. We recognise our legal duty to make reasonable adjustments for disabled children, or those with Special Educational Needs.

13. Extended services and extracurricular behavioural expectations

The same expectations of behaviour that are set out in the school's class charters and code of conduct will apply when children attend the following;

- The school's wraparound care provision 'Willow Garden'
- Extracurricular clubs
- Forest Schools
- School Trips (including residential trips)

In the unlikely event of a behavioural incident taking place in one of these settings, then the child will be issued with a verbal warning to help them course correct their behaviour choice. Should the child fail to respond to this warning then they will be given a 'timeout' from the activity for a set period of time. Should the child continue to behave in an inappropriate or dangerous manner, the child will be sent to a member of SLT, for Willow Garden/Extra Curricular Clubs, and if their behaviour doesn't improve they may not be able to attend the club going forward. No refunds will be issued in this event. Should a child continue to behave in an inappropriate or dangerous manner after a verbal warning and timeout on a trip, then it may be necessary for the child to return to school and, if so, the child's parents/carers will be contacted. For a child on a residential trip, parents and carers will be contacted and will need to collect their child at the earliest opportunity to support the school in maintaining a safe environment.

14. Links with other policies/documents

This behaviour policy is linked to the following policies and school documents;

- Safeguarding policy
- Online safety policy
- Behaviour processes & procedures document