

## Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

<b>Version number</b>	2.0
<b>Consultation groups</b>	Pastoral Leads
<b>Approved by</b>	Education Standards Committee
<b>Approval date</b>	20 September 2021
<b>Adopted by</b>	Advisory Board
<b>Adopted date</b>	08.02.22
<b>Implementation date</b>	21.02.22
<b>Policy/document owner</b>	Trust Safeguarding and Behaviour Lead
<b>Status</b>	Statutory
<b>Frequency of review</b>	Every two years
<b>Next review date</b>	September 2023
<b>Applicable to</b>	School may adopt this policy as a template

## Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed

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## 1. Introduction

At Woolden Hill we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

## 2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

## 3. Aims

This policy aims to:

- **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- Provide a **consistent approach** to behaviour management
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

## 4. 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](#)
- [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](#).

## 5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

## 6. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

- Be Respectful
- Be Ready to Learn
- Be Safe

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms. In addition, there are specific rules for online safety on display with the school rules in the classroom (see the Online Safety Policy).

## 7. Roles and responsibilities

### The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

### The Executive Headteacher

The Executive Headteacher is responsible for developing and implementing the behaviour policy alongside SLT. Ensuring that the school environment encourages positive behaviour and that staff

deal effectively with poor behaviour. The Headteacher 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
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Respect pupils, listen to their views without discrimination and respond subtly
- Modelling positive behaviour at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils efforts and achievements
- Recording behaviour incidents on internal systems

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

### **Parents**

Parents will work with us to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Pupils**

Pupils will work with us to:

- Work to the best of their abilities
- Treat other pupils and staff members with respect
- Communicate their emotional needs to school adults
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult
- Take responsibility for their behaviour

## **8. Behaviour system**

At Woolden Hill we use a staged behaviour system, each classroom has a white and gold star displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils. All pupils start each day on white; this is reset at the end of the day.

This diagram explains how the staged behaviour system works:

<b>GOLD</b> - For pupils that display behaviours and attitudes which are above and beyond the expected levels, they will be moved to gold. Pupils on gold will receive 5 Dojo points.
<b>WHITE</b> - All pupils start the day with their names here. If pupils remain on white for the day, they will receive 2 Dojo points.
<b>VERBAL WARNING</b> – if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations.
<b>1<sup>ST</sup> WARNING</b> - If negative behaviours and/or attitudes continue, the pupil's name will be taken off white and placed on the teacher's desk. A restorative conversation will be had between the pupil and the member staff, pupils are reminded of the school rules and expectations and what they need to do to get their name back to white.  *If a pupil has an individual behaviour plan, they will have the option to have a check in with their key adult at this stage.
<b>2<sup>ND</sup> WARNING</b> – If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour. The pupil will spend time in the class of their partner class ( <a href="#">Appendix 1</a> ) to reflect. For EYFS and Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes, during this time pupils will complete a reflection sheet ( <a href="#">Appendix 2</a> ). After their reflection time, the pupil will return to their class, they are reminded of the expectations and their name is put back onto white.  If appropriate the class teacher may ask the pupil to complete the learning task they missed due to reflecting during social time (Maximum 5 minutes for EYFS/Key stage 1 and 10 minutes for Key stage 2).  In the instance of a pupil receiving a 2 <sup>nd</sup> Warning the Class Teacher will communicate directly with parents at the end of the day. The incident is then recorded on CPOMs by the member of staff who dealt with the incident.

If a pupil receives two 2<sup>nd</sup> Warnings in a day or if behaviour is deemed to be of a serious nature, this may include, but not limited to:

- Physically hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Malicious or false allegations
- Displaying extreme insubordination which leads to the child's or others safety being at risk
- Racist, homophobic or sexually offensive language
- Peer-on-Peer abuse

The Executive Headteacher, Head of School or Lead Teacher will be called immediately to speak with the pupil. The Executive Headteacher, Head of School or Lead Teacher will communicate directly with parents.

The Executive Headteacher and Head of School will monitor 2<sup>nd</sup> Warnings on CPOMs - if a pupil receives several 2<sup>nd</sup> Warnings in a short period of time, parents/carers will be called in for a meeting with the class teacher and the Executive Headteacher and Head of School.

## 9. Rewards

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Proud cubes (whole class reward)
- ✓ House rewards
- ✓ School leaders will visit pupils in class for recognition and praise
- ✓ Certificates
- ✓ Class Dojo points
- ✓ Postcards home
- ✓ Special responsibilities given

## 10. Consequences

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- ✗ A verbal reprimand
- ✗ Sending the pupil to another class
- ✗ Expecting work to be completed at home, or at break or lunchtime
- ✗ Missing some of their social time to reflect
- ✗ Referring a pupil to a senior member of staff
- ✗ Letters or phone calls home to parents
- ✗ Agreeing a behaviour plan (examples of these can be found in the Appendices)

When a behavioural incident occurs we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the Executive

Head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

### 11. Lunchtime behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. In consultation with the SENDCo and school leaders, support structures that meets the needs of these pupils may be identified and implemented, linked to individual behaviour plans.

Lunchtime staff will reward children with a dojo point at lunchtime for positive behaviour. If negative behaviours are displayed at lunchtime, lunchtime staff use this system:

<p><b>Verbal Warning</b> – if pupils display negative behaviours and/or attitudes they will receive a verbal warning and are reminded of the school rules and expectations.</p>
<p><b>Stop and think</b> – If negative behaviours and/or attitudes continue the pupil will be asked to stand at the wall for 5 minutes time out.</p>
<p><b>Referral to Executive Headteacher, Head of School or Lead Teacher</b> – if a pupil is fighting with others, absconding, bullying or using verbal abuse (including sexism and racial language) a member of the senior leadership team will be called.</p>
<p><i>*This is not a complete list and there may be other incidents that are not covered here. However, we ensure that we are consistent in our approaches <b>at all times</b>.</i></p>

### 12. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

### 13. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised

approach (such as an agreed Behaviour Report Card- see [Appendix 3](#)) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

#### **14. 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 coordinator 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.

#### **15. Exclusions and Suspensions**

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

#### **16. Off-site behaviour**

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity

- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at another school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

### **17. Malicious allegations**

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

### **18. Physical restraint**

School staff can use reasonable force to either control or restrain pupils. A number of staff members have Safety Intervention Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

## **19. Confiscation**

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or 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).

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](#).

## **20. Pupil transition**

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

## **21. Staff development and support**

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

## **22. Review**

This behaviour policy will be reviewed by the Executive Headteacher, Head of School and the Advisory Board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

## Appendix 1: Partner Class

<b>Class</b>	<b>Reflection class</b>
EYFS	Yr. 1
Yr. 1	EYFS
Yr. 2	Yr. 3
Yr. 3	Yr. 6
Yr. 4	Yr. 5
Yr. 5	Yr. 4
Yr. 6	Yr. 2

## Appendix 2: Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What happened?

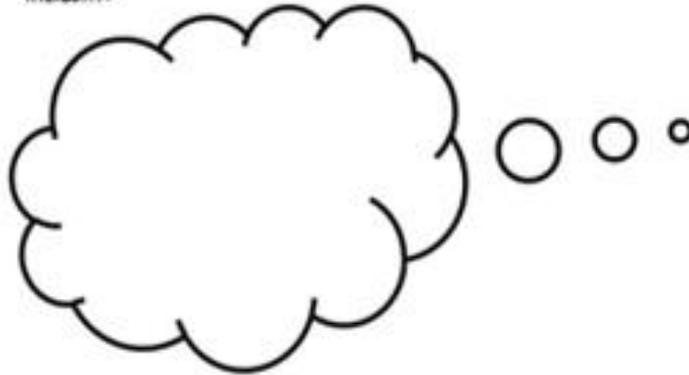


2. What were you thinking about at the time?

How did it make you feel?



3. What have your thoughts been since the incident?



5. What do you need to do to put things right?

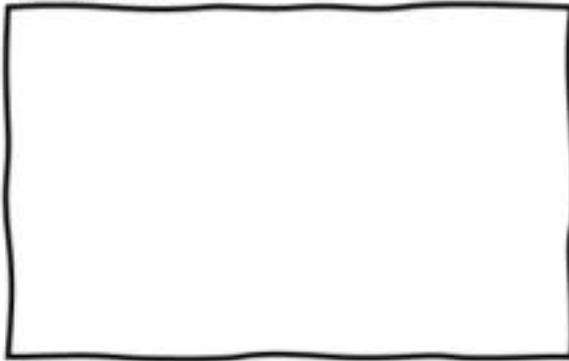
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. What happened?

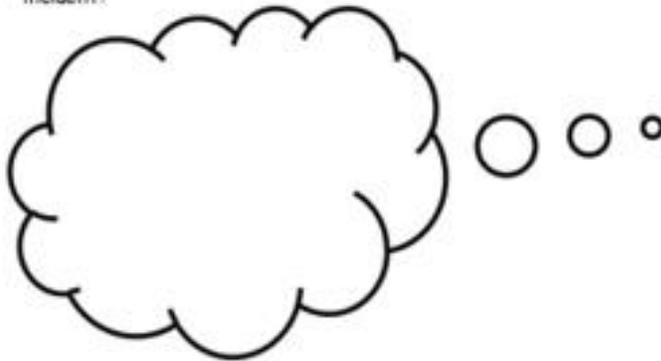


2. What were you thinking about at the time?

How did it make you feel?



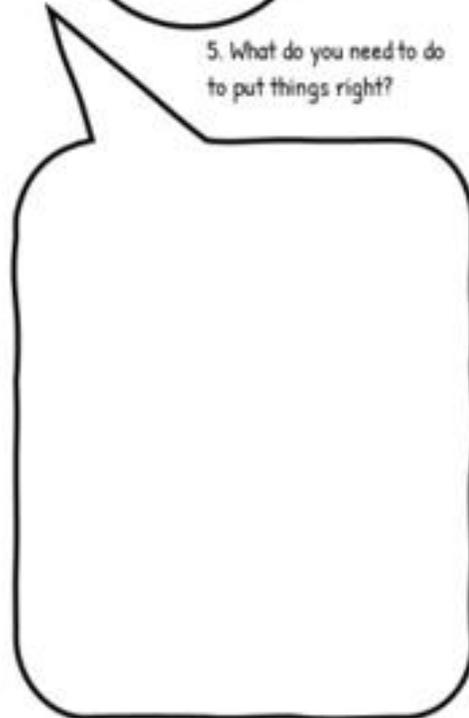
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?

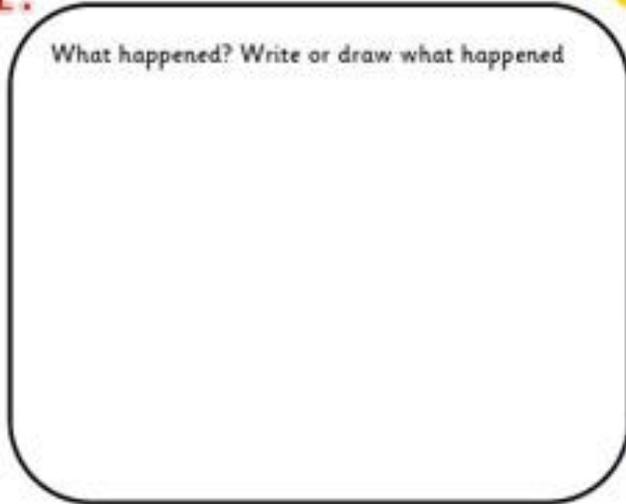


Name: \_\_\_\_\_

Date: \_\_\_\_\_

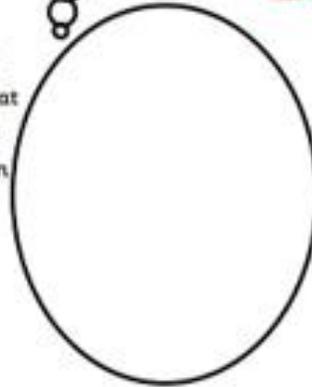
1.

What happened? Write or draw what happened



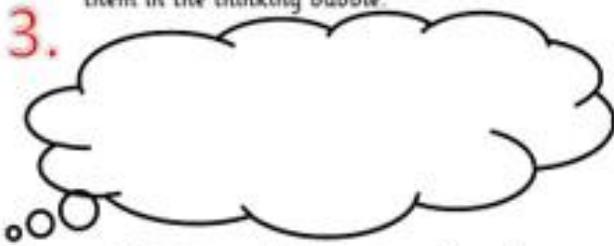
2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.

3.

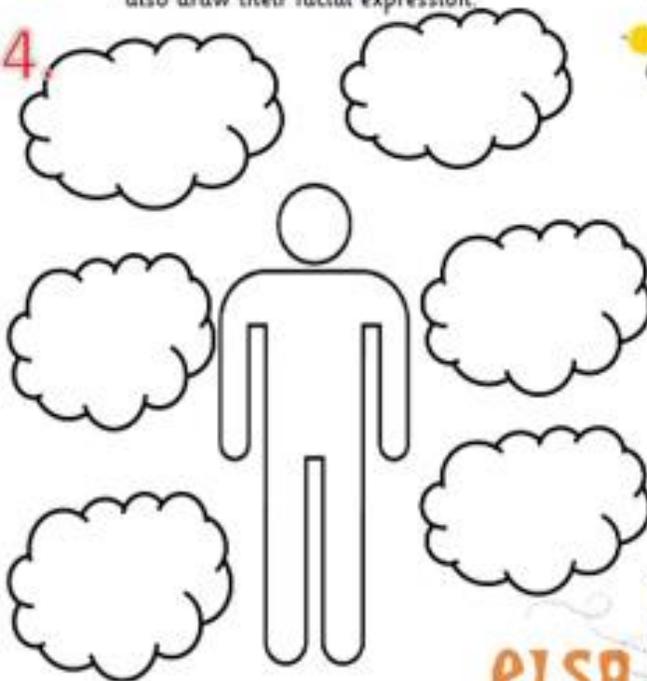


How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



### Appendix 3: Example behaviour Report Card example

Due to the recent negative behaviours displayed by (child's name), we will be placing them on a behaviour report card. This will allow us to work with you to ensure that your child follows our expectations and school rules to enable them to be safe and reach their learning potential.

(Child's name) will need to show an improvement in their behaviour by:

- making sure that they play in the correct zone for their year group (being in the correct place at the right time)
- making sure they take care of school property
- using kind words to pupils in school
- listening and following adult instructions

This report card will be completed in school. To help us to know about how home is going too, we would like you to sign to say you have seen this tracker every day and also reflect on good behaviour at home too.

We hope to see an improvement in (child's name) behaviour. We would like to review (child's name) behaviour with you on (insert date) at (time).

Thank you for your support with this matter. I am sure that we can work together to make sure that (child's name) behaviour is improved.

Candi Norman (Head of School) and Sarah Sadler (Executive Headteacher)

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#### Parental Agreement Statement

I agree to support the school with helping to improve (child's name) behaviour. I will discuss with (child's name) behaviour choices and sign the behaviour chart and ensure it is returned to school each day. I understand that improvements in behaviour are needed to ensure that (child's name) can achieve her very best and also be safe at school.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

I will remember to:

- play in the correct zone for my year group (being in the correct place at the right time)
- take care of school property
- use kind words to my peers
- listen and follow adult instructions

Signed: \_\_\_\_\_

**(Child's name)'s Behaviour Chart**

Week Commencing: \_\_\_\_\_

Pupil weekly reflection:

	Morning session 1	Play	Morning Session 2	Lunch	Afternoon Session	Day review	Home Review	Parent Signature
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								