

# WEETON PRIMARY SCHOOL

## Behaviour Policy

**Mission Statement:** *Where we learn, laugh and thrive together.*

**School Values:** *Respect, Confidence, Resilience*

**Named member of staff responsible for behaviour:** Mr A Goth, Headteacher

**Named governor:** Cllr. C Little, Chair

### 1 Aims and expectations

- 1.1 It is a primary aim of our school that every member of the school family feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The candle in our Friendship Ring is lit when someone new joins (or leaves) our school family, and newcomers are welcomed to the school.
- 1.2 Weeton School has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school family in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school family to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school family.
- 1.6 The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote positive behaviour, rather than merely deter negative or anti-social behaviour. Weeton School uses both JIGSAW resources and SEAL-type (Social and Emotional Aspects of Learning) approaches and resources to teach and promote positive behaviour.
- 1.7 *The Listening Box* is a permanent fixture in school, providing children with a means of talking about any problems or concerns they may have (Mrs Pridmore, HLTA SEN, oversees this). Children write down their apprehensions or feelings, or simply can write down their name, on a piece of paper, and pop this into the Listening Box. Mrs Pridmore will then allocate time to talk with the child concerned one on one to address any issues.
- 1.8 Whenever the school experiences a change of regiment on Weeton Barracks, or when new pupils join the school throughout the year, priority is given to

ensuring that all new members of the school family understand this behaviour policy.

**1.9** This behaviour policy is flexible and is adapted to meet the individual needs of pupils with SEND; other children are taught and encouraged to understand any differences in approach.

## **2 Rewards and sanctions**

**2.1** We praise and reward children for positive behaviour in a variety of ways:

- Staff congratulate children.
- Staff give children dojo points. Rewards are given out in class for milestones e.g.10, 20, 50 dojos.
- Each week, teachers may nominate children from their classes to be in the Best Efforts Book for displaying positive behaviour; the children receive certificates during the celebration assembly on Friday afternoons.
- The Headteacher also awards certificates to children who display positive behaviour.
- Welfare Assistants nominate children who have been helpful or shown positive behaviour during lunchtimes.
- School Values certificates are awarded to children in assembly.
- Each class has individual reward systems and stickers to celebrate best work or positive behaviour. This may include Class Dojo points/reward scheme.
- A whole school approach to earning Golden Time is applied in each class (using a star, sun and cloud system).
- Individual reward systems are put in place as appropriate to promote good behaviour in class and around school e.g. sticker charts, Home-school diary, Book of Success
- The school website is used to celebrate achievements; newsletters and links with the local press also recognise special achievements.
- All classes have an opportunity to lead an achievement assembly where they are able to show examples of their best work; these assemblies may sometimes be linked to SEAL themes.
- During our end of school year Special Celebration Assembly children are awarded certificates, medals and trophies relating to different aspects of school life and learning; our Good Citizen Award recognises children who have consistently shown positive behaviour during the school year.
- Sean's Award (launched in September 2007) recognises children who show the same persevering spirit as Sean Evans who died of cancer at the age of nine in August 2007.

**2.2** The school acknowledges the efforts and achievements of children, both in and out of school. These are kept in our yearly Best Efforts Books (dating back to 1995), other albums and files, and displays around school.

**2.3** Weeton School employs a number of sanctions to ensure the school rules are kept, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens or hurts another child, the class teacher records the incident and an appropriate sanction applied. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school has a list of unacceptable behaviour at Weeton School, with three levels of seriousness. This may be used as a record for individual pupils. Level 1 issues are usually dealt with by the class teachers; Level 2 issues are usually dealt with by the Deputy head; Level 3 issues are dealt with by the Headteacher.
- Regulation Stations are used in all classrooms – children are taught how and when to use them. Children can access them when needed independently, or when directed to by an adult.

#### **2.4 Playground Behaviour system** (please see attached appendix for example).

- At Weeton we also have a 'Traffic Lights' Behaviour system in place to help minimise the chances of any play time and lunch time incidences occurring on the yard. This system also feeds into the whole school behaviour policy and our Golden Time reward System.
- The Traffic Lights system is 5-tiered and is used by any member of staff on yard duty; whether it be at playtime or lunchtime.
- The system involves a variety of different colours ranging from purple (the 'colour' where we expect the level of behaviour to be at all times) up to red, where the school Behaviour Policy is then followed.

#### **2.5 Detentions:**

Teachers have a legal power to put pupils under 18 in detention. At Weeton, detentions may take place at break times or lunchtimes. Parental consent is not required for detentions. With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff will decide on a case by case basis whether parents ought to be informed of the detention.

- 2.6** The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

## **2.7 Sanctions – conduct outside the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

School will respond to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school.

School staff may discipline for any misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing the school uniform or
- In some other way identifiable as a pupil at the school.

School staff may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## **3 Bullying**

**3.1** The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

### **3.2** What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example 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 a school's first priority but emotional bullying can be more damaging than physical.

### **3.3** Prevention

Our response to bullying does not start at the point at which a child has been bullied. School 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, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

We work hard to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that 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.

### 3.4 Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Where child-on-child abuse is suspected/reported, this will be dealt with as per the school's Safeguarding and Child Protection Policy.

### 3.5 Criminal Law:

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the Headteacher.

## 4 Use of reasonable force

All members of staff are aware of the guidance on the *Use of Reasonable Force in schools* (DFE 2013). The actions that we take are in line with government guidelines on the restraint of children.

### 4.1 What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

School staff can use force to control pupils and to restrain them if needed. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

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

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- In our school, reasonable force would only be used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can be used.

School staff can use reasonable force to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## **5 The role of the class teacher**

- 5.1** It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.
- 5.2** The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.
- 5.3** The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.
- 5.4** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher, Deputy Headteacher, SENCO or HLTA SEN.
- 5.5** The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child (eg advice may be taken from the IDSS, local PRU).

- 5.6** The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **6 The role of the Headteacher**

- 6.1** It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children & staff in the school.
- 6.2** The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 6.3** The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 6.4** The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

## **7 The role of parents**

- 7.1** The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 7.2** We explain the school rules in the school brochure, and we expect parents to read them and support them; they form part of our home-school agreement.
- 7.3** We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 7.4** If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should contact the class teacher or Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **8 The role of governors**

- 8.1** The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

**8.2** The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **9 Suspension and permanent exclusions**

**9.1** We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. The school has therefore follows the guidance, *Exclusion from maintained schools, academies and pupil referral units in England* (DFE 2012). We refer to this guidance and the procedures issued by the LEA in any decision to exclude a child from school.

**9.2** Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

**9.3** If the Headteacher suspends or excludes a child, s/he informs the parents immediately, giving reasons for the suspension/exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

**9.4** The Headteacher informs the LEA and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.

**9.5** The governing body itself cannot either exclude a child or extend the suspension period made by the Headteacher.

**9.6** The governing body has a discipline committee which is made up of three members. This committee considers any suspension/exclusion appeals on behalf of the governors.

**9.7** When an appeals panel meets to consider an suspension/exclusion, they consider the circumstances in which the child was suspended/excluded, consider any representation by parents and the LEA, and consider whether the child should be reinstated.

**9.8** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

## **10 Drug- and alcohol-related incidents**

**10.1** It is the policy of this school that no adult or child should bring any drug, legal or illegal, to school.

**10.2** If a child needs medication during the school day the parent is asked to come into school to administer the treatment to their own child. On request from a parent, the Headteacher keeps eg medicine for safekeeping and will administer it to their child during the day.



**10.3** The school keeps a record of children with medical needs, allergies and specific treatments (eg inhalers).

**10.4** The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents of any child involved will always be notified.

## **11 Power to search and Confiscate**

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

**11.2** The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' 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 legislation does not describe what must be done with the confiscated item and the behaviour policy should set this out.

**11.3** Power to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

**11.4** Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

## **12 Pupils with Additional Needs**

**12.1** Pupils with SEND relating to behaviour are assessed and achievable targets are set (as part of their Provision map) and appropriate strategies applied; our behaviour policy may be adapted to meet their needs. Assessments via observations will be carried out by the appropriate SEND staff or outside agencies (eg Educational Psychologist or IDSS).

**12.2** All staff should be made aware of "triggers" for behaviour (including supply staff) in order to avoid problems

**12.3** . The following processes are in place to monitor pupil's social, mental and emotional health and provide additional support where needed:

- Pastoral support from Class teachers, Teaching Assistants, SENCO and other members of SLT.
- We will know if a student needs extra help if concerns are raised by parents/carers, a member of staff or the student themselves. This may be because of an unexpected change in behaviour, fall in academic progress or if a student seeks support. Concerns are passed to the Headteacher who will investigate the concerns.
- If there are concerns, the school will monitor and support the pupil. The parents/carers may be asked to meet with the school to discuss and plan appropriate support. If there are concerns about learning needs then the SENCO should be involved.
- Support from outside agencies may be requested. Examples of such agencies may be: the Child and Adolescent Mental Health Service (CAMHS) or Child Action Northwest (Jigsaw).

### **13 Support Systems**

Children and families may require additional support in order to promote good behaviour in school.

This may be co-ordinated by the Headteacher, SENCO, Family Learning Mentor or class teacher depending on the level of support needed.

Support may be school based e.g. led by school staff, or may involve the use of outside agencies e.g. specialist teachers, PRU support, counselling services & school nurse. It may be deemed appropriate/necessary to open a TAF to enable additional support to be put in place.

### **14 Staff training**

**14.1** New members of staff take part in an induction session during which matters relating to this policy are discussed.

**14.2** The Headteacher or other members of staff attend appropriate courses relating to behaviour issues and provide feedback to other members of staff.

### **15 Monitoring and review**

**15.1** The Headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

**15.2** The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him on account of negative behaviour or where parents report incidents or concerns. We also keep a record of any incidents that occur at break or lunchtimes: Staff give written details of any incident for the *Serious Incident Record Book*.

**15.3** The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

**15.4** It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

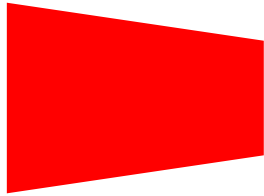
**15.5** The Governing Body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## **16 Complaints Procedure**

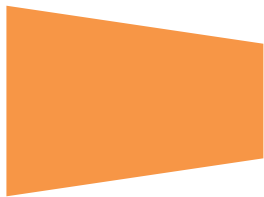
**Please refer to the school's Complaints Policy & Procedures**

Reviewed	Signed
May 2021	A. Goth
May 2022	A. Goth
Sept 2022	A. Goth
Sept 2023	A. Goth

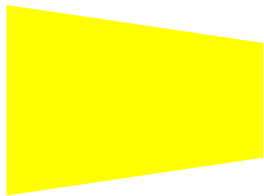
# Playground Behaviour Policy



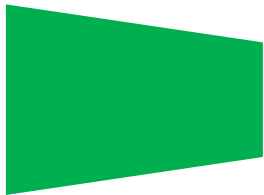
School Behaviour Policy  
Headteacher/ Parents



Pupil stays inside –  
Misses next playtime



Pupil with poor behaviour stands  
with duty adult for 5 minutes



Pupil is involved in or has seen an incident  
which has to be discussed with adult on  
duty

