

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

Key principles underpinning this policy:

- 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 have a positive ethos which develops co-operation, self-respect and consideration.
- We promote an environment where everyone feels happy, safe and secure.
- 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.
- The school rewards positive behaviour, as we believe 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.
- Everyone has social, emotional and mental health needs and we all have the right to be safe and to be treated respectfully.
- We not only consider behaviour from an observer but also through the eyes of the person behaving.
- Developing children's emotional literacy through the promotion of positive values, alongside explicit teaching, is an integral part of children's learning.
- All relationships within the school are respectful and the role of the different staff are understood.
- Children are encouraged to take responsibility for their own behaviour and their impact on others. Children know how to behave positively in school and beyond.
- Parents are involved in all aspects of their children's learning and are supported by staff as and when necessary.
- Children's emotional needs are provided for and we promote positive behaviours for learning appropriate to age.
- Reward and sanction systems, if needed, are clear and personally designed
- There is a system to combat bullying.

- The school has a system for working with outside agencies for support.
- Exclusion is only used as a last resort.

At Weeton Primary School we acknowledge that:

- All children deserve to attend a school where they feel safe and confident in order to learn.
- All behaviour is communication and we resist the use of stigmatising/judgmental language when describing behaviour. (See trauma-informed language appendix)
- Traumatic experiences can create deregulated behavioural responses from the children.
- Relationships of trust, opportunities to make choices, knowledge and understanding of individuals, individualised responses and teaching emotional literacy can help to prevent damaging or challenging incidents.
- When interventions are required, our Learning Mentor and teaching assistants deliver specific programmes for small groups and individuals e.g. how to be a good friend, managing conflict.
- A small number of children require personalised positive handling plans that are agreed between the child, classroom staff and SENDCO/ SLT.

Behaviour systems

- The class teacher ensures that children and staff in their classroom understand the 5 school rules (see appendix)
- We focus on behaviours that we want to see and 'catch' children displaying positive behaviours and reinforce those behaviours with positive comments e.g. You listened to my instructions so well.
- Our systems include:
 - Friendship ring
 - Listening box
 - Health and wellbeing practitioner
 - Positive handling plans
 - Best Efforts
 - Consistent PSHE scheme of work taught across school
 - Values certificates
 - Each class has individualised reward systems appropriate to their cohort
 - Regulation Stations are used across school. Children are taught how and when to use them. Children can access them when needed independently, or when directed to by an adult. The regulation station is not used as a consequence for poor behaviour, it is used as a way to support a child's regulation needs.
 - Reflection discussions once a child is in a regulated state (see restore/redraw/repair lanyard prompts in the appendix).
 - Class based approaches to earning Reward /Golden Time is applied in each class.
- The school has a list of unacceptable behaviours at Weeton School, with three levels of seriousness.

- Level 1 issues are usually dealt with by the class teachers; Level 2 issues are usually dealt with by the Assistant Headteachers; Level 3 issues are dealt with by the Headteacher or Assistant Headteachers.
- Low level classroom disruption to be dealt with by class teachers and red line behaviours will also be dealt with by a member of the senior leadership team (see behaviour pathway for more details)

Behaviour outside school

- School may respond to all non-criminal 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 address behaviour 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 address behaviour 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.

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.

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.

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.
- 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 may use reasonable force to:
 - remove disruptive pupils from the classroom where their behaviour is unsafe
 - prevent a pupil behaving in a way that is unsafe during 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.

The role of parents

- The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- We expect parents to read this policy and support it.
- 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.
- If the school has to use reasonable sanctions, 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.

Fixed-term and permanent exclusions

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.

- Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude 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 exclusion into a permanent exclusion, if the circumstances warrant this.

- 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.
- The Headteacher informs the local authority and the Governing Body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the suspension period made by the Headteacher.
- 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.
- When an appeals panel meets to consider an 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.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

SEND

- We know our children well and adapt our behaviour systems to meet the individual needs of children with SEND.
- All staff are made aware of "triggers" for their behaviour in order to help children remain regulated and prevent any incidents escalating.
- Children with SEND all have a pupil profile written in a child friendly manner which is available for all staff to read and includes information on their likes, dislikes and special interests to help staff support and engage children.
- Where necessary, a positive handling plan may be written to ensure a consistent approach to supporting a child.

Staff training

- New members of staff take part in an induction session during which matters relating to this policy are discussed.
- The Headteacher or other members of staff attend appropriate courses relating to behaviour issues and provide feedback to other members of staff.

Monitoring and review

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

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

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 / updated	Signed
December 2024	A. Goth

Whole school and classroom behaviour systems

Examples of classroom positive systems	Examples of classroom sanctions
<p>Growth mindset teaching practices as part of our PSHE curriculum Zones of regulation and regulation stations Reflective area – safe spaces Public celebrations of good work Specific class reward systems in each year group</p>	<p>Missing time from playtime Class discussions of appropriate sanctions Children are separated Recurrent problems discussed with parent Home/school diaries Extra-curricular entitlement reduced Reflection sessions Restorative sessions Redraw, restore and repair language used by staff with children</p>
Whole school positive systems	Whole school sanctions
<p>Best Efforts awards Headteacher values awards Breakfast and After school club awards Senior leadership team praise Over praise and catching positive choices as much as possible End of Year awards Celebration of outside of school achievements</p>	<p>Missing playtimes Time with Senior leaders e.g. in classrooms or office Parental involvement Restorative and reflective sessions Redraw, restore and repair language used by staff with children Fixed term and permanent exclusions</p>

Appropriate language to use	
Inappropriate term	Suggested alternatives
<p>Chosen behaviour</p> <ul style="list-style-type: none"> - Assumes intentionality - Ignores role of brain architecture in response to trauma - Pits the child against the adult 	<ul style="list-style-type: none"> - Learned behaviour - Dysregulated behaviour - Survival response
<p>Aggressive/confrontational</p> <ul style="list-style-type: none"> - Focus on risk child poses - Blame laden - Judgemental 	<ul style="list-style-type: none"> - Hyper-vigilant to threat - Misreading threat level and responding to perceived threat - Needs help to calm threat response - Is in survival mode - Dysregulated - Fight/flight response triggered - Sensitive to criticism or failure/low self esteem - Difficulty in taking chances/risks in learning
<p>Lacking aspiration/disengaged</p> <ul style="list-style-type: none"> - Not responding to need of individuals - Imposing values set of observers 	<ul style="list-style-type: none"> - Focused on basic needs - Needs to feel safe and understood before they're able to learn - Difficulty in accessing learning - Reluctant to speak publicly – feel exposed to judgement of others - Requires sensory programme/stimulation
<p>Uncooperative/disruptive</p> <ul style="list-style-type: none"> - Not responding to needs of individual - Blames child - Expects child to resolve the issue - Creates a confrontational relationship 	<ul style="list-style-type: none"> - Finds it difficult to participate in class routines - Survival brain, withdrawn - Finds it difficult to access learning - Shut down - May benefit from sensory program/mindfulness activities - Needs support/time to regulate emotional state
<p>Uncommunicative</p> <ul style="list-style-type: none"> - Not responding to needs of individual - Blames child - Expects child to resolve the issue - Creates a confrontational relationship 	<ul style="list-style-type: none"> - Unable to communicate effectively - Needs time to calm and regulate verbal responses - Shut down - Requires sensory programme/stimulation

Red line behaviours

Persistent refusal of work

Where a child is persistently refusing, over an extended period of time, to access classroom tasks despite senior leader, parental and behavioural interventions being in place and where persistent refusal impedes the learning of others

Verbal abuse towards others, child or adult

Distinction to be drawn between inappropriate language, not considered red-line and abusive language which is.

Verbal abuse is when it is intended personally towards another e.g. insulting or malicious comments towards an individual or group, swearing, name calling.

Bullying

Acts that are persistent, intentional or conscious abuse or misuse of power, malicious or insulting behaviour towards an individual or group (see Anti-bullying policy)

Any violent act, aggressive and/or intimidating act towards a child or adult

Where the act leaves a child with a mark or is dangerous to others; or is shocking in intensity. This includes intentional intimidation with physical presence and gestures.

Weeton behaviour pathway	
<p>Persistent low level classroom disruption</p> <p>3 or more incidents in a half term</p> <p>This is despite continued use of the positive strategies and support systems in place.</p>	<p>Class teacher responsibility</p> <ul style="list-style-type: none"> - Inform parents, include frequency and planned and reviewed strategies - Issue sanction if appropriate - Record on CPOMs (details of issue and action taken) - Consider raising a 'cause for concern' - Record strategies tried as part of high quality teaching <p>Senior leader responsibility</p> <ul style="list-style-type: none"> - No direct involvement other than informed by CPOMs <p style="text-align: center;"></p> <ul style="list-style-type: none"> - Discussion with the child if situation is escalating. - Issue sanction if appropriate - Review with class teacher the strategies in place
<p>Persistent/escalating behaviour</p> <p>Behaviours that are not responding to the actions listed above.</p> <p>Issues continue despite senior leader involvement in the earlier stage.</p>	<p>Class teacher responsibility</p> <ul style="list-style-type: none"> - Arrange meeting with member of senior leadership team – AHTs/HT - Provide additional and specific information necessary e.g. what's working well/not well <p>Senior leader responsibility</p> <ul style="list-style-type: none"> - Remain fully informed and up to date. Record actions and observations on CPOMs.
<p>Red line behaviours</p> <p>Staff member to pass to senior leadership team - AHTs/HT</p>	<p>Senior leader responsibility</p> <ul style="list-style-type: none"> - Ensure class teacher or SLT member informs parents/carers - CPOMs all actions - Inform the wider school team, if appropriate, of plans in place - Arrange multi-agency meeting to involve outside agencies, if appropriate.