



Behaviour Policy

at

Weston All Saints C of E Primary School

Nurturing spirituality, creativity and excellence

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1. Introduction

This document is a statement of aims, principles and strategies for the provision of Positive Behaviour Management for pupils at Weston All Saints C of E Primary School (WASPS)

This policy aims to:

- Provide a consistent approach to behaviour management outlining our systems of rewards and sanctions
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave resulting in positive recognition of their efforts and choices
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Statement of Intent

Weston All Saints C of E primary School believes, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to

- Establishing a caring and structured environment where pupils feel secure, confident and empowered
- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Ensuring behaviour expectations are understood by all
- Developing personal responsibility and resilience
- Children understanding that working hard and behaving in an acceptable manner will result in positive recognition of their efforts and choices.
- Supporting children to develop personal responsibility, respect for others and a caring attitude that will remain with them in later life
- Providing a safe environment free from disruption, violence, discrimination and any form of harassment
- Developing positive partnership between school, parents and pupils
- Promoting a culture of praise and encouragement in which pupils can achieve

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing
- Following the Jigsaw PSHE scheme of work

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

3. Legal Framework

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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and well-being provision in schools'
- DfE (2013) 'Use of reasonable force'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Equality
- Safeguarding Policy

- Social Media Policy
- Online Safety Policy
- Children with Health Needs who Cannot Attend School Policy

Roles and responsibilities

The LGB is responsible for:

- Ensuring that this policy is not discriminatory on any grounds including but not limited to age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sexual orientation
- Promoting a whole school culture where calm dignity and structure encompass every space and activity
- Ensuring that the school adopts a tolerant and open-minded policy towards difference
- Monitoring the effectiveness of this policy

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures
- Establishing the standard of behaviour expected in the school
- The day to day implementation of this policy ensuring there are clear rules and sanctions which are followed consistently
- Ensuring staff report incidents on CPOMs
- Arranging appropriate training for staff members
- Reporting to the Governing board on the effectiveness of the policy

The Behaviour Lead is responsible for:

- Having a whole school overview for behaviour
- Ensuring staff are confident in whole school measures to promote positive behaviour
- Ensuring the behaviour policy is implemented consistently across the school
- Being involved in any serious incidents across the school
- Support teacher to proactively and reactively manage pupils who have become disregulated

Teachers are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Promoting a high quality learning environment ensuring there are no barriers to any child achieving their full potential
- Providing a personalised approach to specific behavioural needs of particular pupils in collaboration with the Inclusion Lead and Parents
- Recording all incidents in CPOMs
- Communicating effectively and promptly with parents if an incident occurs

The Senior Leadership Team and Senior Management Team will support staff in responding to behaviour incidents

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.

- Being aware of the signs of behavioural difficulties.
- Setting high and achievable expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour. Including:
 - Class Teacher
 - Inclusion Lead
 - SMT
 - SLT

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Following the Home School Agreement
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour
- Following the Home School Agreement
- Discussing any behavioural concerns with the class teacher promptly

Positive Behaviour

As a Church of England School, our behaviour principles are consistent with our Christian foundation. Christian principles, in line with our school Christian Values, are modelled, taught, encouraged and rewarded. We use a Positive Behaviour Management approach that offers clear and consistent rewards for positive choices so the children understand that it is preferable to display positive behaviour choices and work hard. The school has clear guidelines for what constitutes positive and negative behaviour choices (see Appendix A)

Examples of Positive Behaviour Choices

- Sharing and caring behaviour
- Controlled enthusiasm
- Occasional disengagement
- Polite disagreements but respecting others' beliefs / choices
- Being polite and speaking respectfully to others
- Doing as you are asked by an adult
- Following instructions first time
- Trying your best
- Taking care of belongings and the environment
- Praising and encouraging others
- Good manners – respect for feelings
- Willing to help / lending a hand
- Listening to others
- Co-operating with others
- Being willing to compromise sometimes
- Being inclusive

Strategies for Ensuring Consistency in Positive Behaviour Management

A key strategy underpinning consistency are the school Christian Values. These are displayed prominently around the school and referred to regularly. The school Christian Values are firmly embedded into the curriculum and are also the basis for many school and class assemblies, circle times and (Personal, Social and Health Education) PSHE lessons.

School rules are displayed in every classroom. Spotting and rewarding positive behaviour choices is key to establishing children who are keen to 'do the right thing'.

Staff regularly use the following strategies to reward positive behaviour

- Words of praise and congratulations.
- A written comment on a piece of work.
- A sticker or stamp for an individual.
- A marble towards a collective class reward. Team building time.
- A visit to another teacher, a Year Group Coordinator, a senior teacher or to the Headteacher to share good work or behaviour choices
- A word of praise in front of the child's class or year group.
- Awarded a class Dojo point
- In class presentation of class certificates by teachers
- Presentation of 'Headteacher's Worker of the Week Award' in assembly
- Presentation of 'Certificate of Excellence' in assembly
- Use of raffle tickets to be entered into the weekly prize draw
- Wide ranging awards to Year Six pupils, for their positive contribution to school life, at the end of year Leavers' Service.

Procedures for dealing with negative behaviour choices

The school follows a Behaviour Incident Procedure (please see next page)

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. A record of all reported incidents is kept on CPOMs to help identify pupils whose behaviour may become persistent, which could indicate a potential mental health problem.

Guidelines for Dealing with Unacceptable Behaviour

Level 1 actions are where a reminder of appropriate behaviour is given by the class teacher or Year Group Coordinator. Praise and encouragement are given when the appropriate behaviour is observed. Teacher makes a note of the behaviour.

Examples Level 1 of unacceptable actions might be:

- Interrupting
- Running indoors
- Shouting
- High noise level
- Play-fighting
- Rudeness (e.g. answering back)
- Disturbing others' peace
- Time-wasting
- Careless time-keeping
- Invading personal space, such as touching without permission e.g. playing with someone else's hair

Level 2 are more serious actions, or where Level 1 actions are more deliberate, have greater levels of harm *or are repeated*. These are recorded in the class teacher's planning book and recorded in CPOMS. A sanction will be given by the Year Group Coordinator (YGC) such as standing where directed for part of a playtime, continuing work at playtime or litter picking. Parents are informed by the class teacher or YGC at the end of the day. A Report Card may be appropriate.

Examples of Level 2 unacceptable behaviours include: **Continuance of Level 1 patterns of behaviour** or

- Swearing / spitting
- Deliberate thoughtlessness towards others
- Stealing
- Lying / cheating
- Not co-operating / participating
- Aggressive behaviour

Level 3 are very serious actions or where *patterns of the above behaviours have developed*. These actions will lead to an immediate sanction being given and monitored by a member of the SMT / SLT (eg internal exclusions, loss of playtime for a whole week, having to comply with a Report Card etc.) CPOMS will be completed by teachers, shared with the YGC and discussed with a member of SMT / SLT immediately who will deal with the incident, clearly explaining to the child why the action was inappropriate, ensuring apologies are made. They will also explore the reasons for the behaviour and put in place appropriate support to ensure the behaviour improves – this may include a care plan. The member of SMT /SLT will telephone or meet the parents with the class teacher where appropriate.

Examples of Level 3 unacceptable behaviours: **Continuance of Level 2 patterns of behaviour** or

- Refusing to do as asked by an adult
- Destroying / damaging property
- Mental and verbal abuse
- Physically hurting another
- Bullying

Level 4 actions are those that are so serious that the Headteacher will become immediately involved and advice sought concerning the official next steps, or *repeated Level 3 behaviours*. A "Warning of Unacceptable Behaviour" letter will be sent to parents alerting them to the possibility of a temporary or permanent exclusion.

Examples of Level 4 unacceptable behaviours: **Continuance of Level 3 patterns of behaviour** or

- Running out of school
- Starting fires
- Violence towards a member of staff

- Deliberately putting the Health and Safety of others at risk

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. These include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

Restorative Justice

All instances of unacceptable behaviour are taken seriously and dealt with immediately. When children choose to make a negative choice of behaviour staff will use our restorative stepped approach to resolve and restore the situation.

- Before a restorative action is chosen, it is important that the child understands why their behaviour was unacceptable and that restoration is therefore needed.
- The restorative consequence undertaken should encompass time for the child to fully explore those who were affected by their negative behaviour choice and how it affected them. The child should be supported to come up with suggestions to restore the affected relationships.
- A minor, isolated incident will only warrant a minor reparation, such as a verbal apology, missing a few minutes of playtime or collecting litter. For more deliberate unacceptable behaviour, it may be appropriate to ask a child to write a letter of apology in some instances. In the classroom, a teacher may wish to move a child to another place if they have not responded to the teacher's requests.
- If the child continues to disregard the teacher's requests, then it may be necessary to withdraw the child to another class or consult a senior member of staff. This must be recorded in CPOMS where a more serious incident occurs or where a child is continually misbehaving, even if the incidents seem relatively minor. It is expected that patterns of unacceptable behaviour are identified and dealt with swiftly.

(Please see Appendix B – Restorative Justice techniques)

Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, touching that isn't violent or sexual but unwanted contact
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

The school has a zero tolerance of any forms of bullying, sexual harassment and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the school's Safeguarding and Child protection.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be. They are reminded to tell a trusted adult preferably the class teacher during assemblies and PSHE lessons.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

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 in writing

Please refer to the Policy and Procedures for Positive Handling for further guidance and information

Internal / Fixed Term Exclusion

Any violent or threatening behaviour will not be tolerated by school and may result in an internal or fixed term exclusion

- The pupil may be moved to a different room for an internal exclusion as sanctioned by the Headteacher
- The class teacher will set the pupil appropriate work to complete
- Parents will be informed and will be given a written letter explaining the reason why it was deemed necessary

If the behaviour warrants a fixed term exclusion

- The headteacher will consider whether the pupil should be excluded for a fixed term, in line with the Partnership Trust's Exclusion Policy, and will determine the length of the exclusion
- Parents will be informed and will be given a written letter explaining the reason why it was deemed necessary
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

Confiscation

The school will confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with SLT and parents, if appropriate.

Searching pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

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 Inclusion Lead 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.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy.

Pupil transition

To ensure a smooth transition to the next year, 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 issues may be transferred to relevant staff at the start of the term or year.

4. Review of Policy

This policy will be reviewed annually.

Appendix A – Positive and Negative Behaviour Document

WASPS BEHAVIOUR CHOICES

POSITIVE	NEGATIVE
<p>Sharing and caring behaviour</p> <p>Controlled enthusiasm</p> <p>Occasional disengagement</p> <p>Polite disagreements but respecting others and their beliefs / choices</p> <p>Being polite</p> <p>Doing as you are asked by an adult</p> <p>Following instructions first time</p> <p>Trying your best</p> <p>Taking care of belongings and the environment</p> <p>Praising and encouraging others</p> <p>Good manners – respect for feelings</p> <p>Willing to help / lending a hand</p> <p>Listening to others</p> <p>Co-operating with others</p> <p>Being willing to compromise sometimes</p> <p>Being inclusive</p> <p>School uniform (appropriate clothing)</p> <p>“Be prepared”</p> <p>Being responsible</p>	<p>Deliberate thoughtlessness towards others</p> <p>Swearing / spitting / hurting another</p> <p>Shouting / stealing</p> <p>Lying / cheating</p> <p>Rudeness</p> <p>Refusing to do as asked by an adult</p> <p>Play-fighting – aggressive behaviour</p> <p>High noise level</p> <p>Mental and verbal abuse</p> <p>Destroying / damaging property</p> <p>Disturbing others’ peace</p> <p>Continual time-wasting</p> <p>Not co-operating / participating</p> <p>Running indoors</p> <p>Careless time-keeping</p> <p>Interrupting</p> <p>Running out of school</p> <p>Hitting others</p> <p>Invading personal space</p>

Appendix B – Restorative Justice Techniques

Focus on problem solving by expressing feelings and needs. Exploring how to meet these needs in the future.

Dialogue and negotiation – everyone involved in communicating and co-operating with each other

Restitution as a means of restoring both/all parties, the goal being reconciliation and future responsibility.

Remember to:

- Ask open questions using restorative and emotionally engaging language
- Use active listening skills
- Consider body language
- Bring in another adult if you are finding being neutral challenging or if you are emotionally struggling
- You are not there to judge

Planning Restorative Sessions

Aims:

- Develop a caring, supportive, empathetic environment
- Create a respectful ethos
- Develop positive self-esteem and self-confidence
- Promote social and emotional development

Guidelines

- Invite everyone to contribute, but allow a 'pass'
- Have a clear goal for the session
- Be positive and confident
- Use coloured cards
 - Red = feeling overwhelmed
 - Yellow = feeling unsure/confused
 - Green = confident
- Everyone needs their contribution to be listened to
- Actively listen – feedback “What I am hearing is.... Is that what you mean?”

Restorative Language

Aims:

- To create emotionally literate and emotionally articulate pupils and staff within the school
- To bring increased understanding of self and others
- To support restorative solutions and the desire for reparation

Characteristics and guidelines:

- Ask open questions – that require an answer beyond “yes” or “no”
- Be fair - ask both, or all, parties the same questions giving everyone the opportunity to answer without interruption
- Be respectful – restorative language is respectful to all parties
- Ask non-judgemental questions – be careful not to prejudge the outcome of conversations before they have been asked
- Work on shared language – agree on phrases that can be brought into these times