



## **Behaviour Policy**

**Governors' Committee Responsible:**

Teaching and Learning Committee

**Policy Originator:**

Ross Huelin

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At Wray Common Primary School, we are committed to providing a high quality learning environment which fosters a positive, caring approach and encourages appropriate attitudes and high expectations, based on fairness and mutual respect. The achievement of this depends on all individuals, children and adults accepting responsibility for positive self-discipline. We work together to enable each child to develop an enthusiasm for life, together with a sense of pride in themselves, the school and the wider community. We aim to provide an environment where everybody feels welcome and where diversity is acknowledged and celebrated.

## **A. AIMS**

**The ultimate goal of this policy is for all children themselves to choose to behave positively.**

At Wray Common, we aim:

- to ensure there is a caring, positive and encouraging atmosphere which promotes a sense of community where everybody feels valued and respected;
- to ensure there is a calm, purposeful and happy atmosphere within the school;
- to ensure that there is mutual respect between all members of the school community;
- to promote and provide a safe, stimulating, supportive and welcoming environment;
- to recognise, reward and promote existing good behaviour;
- to have a set of rules whereby acceptable behaviour is made explicit and boundaries are set;
- to encourage increasing independence and self-discipline so that each child learns to understand the consequences of their actions and accept responsibility for his/her own behaviour;
- to promote the self-esteem of every child;
- to develop the children's understanding of right and wrong;
- to ensure that approaches to behaviour management are consistent and fair and that staff routinely use a variety of strategies;
- for staff to be models of excellent behaviour, and
- to work in partnership with parents and children for the benefit of all children.

## **B. KEY PRACTICE DRIVERS**

**At Wray Common Primary School we believe that exemplary social, emotional and behavioural development can be best achieved through following these 5 key principles:**

1. Be consistent in our teaching approach, with well-planned, engaging, differentiated and organised lessons in line with our Teaching and Learning Policy.
2. The whole school community should actively model, promote, protect and celebrate our Values.
3. Positive language and gestures should dominate our interaction with children. Praise should be used frequently and often be descriptive. Catching children being good is our mission.
4. Consistently and fairly applied consequences - rewards and sanctions - within clearly agreed rules and behaviour expectations.
5. A curriculum and routines which proactively give children the opportunities to learn, practise and reinforce appropriate behaviours and interpersonal skills.

## **C. CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to exemplary behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

The Personal, Social and Health Education (PSHE) curriculum provides proactive opportunities to specifically address issues around behaviour and children's social and emotional development.

## **D. WRAY COMMON WAY**

At Wray Common, we strive to develop a community based on shared Values, which are:

- ✓ cooperation
- ✓ honesty
- ✓ gratitude
- ✓ friendship
- ✓ kindness
- ✓ courage
- ✓ patience
- ✓ respect
- ✓ justice

These Values, along with our aspirations as detailed within our Wray Common Citizens section of the Wray Common Way, underpin and guide our thinking, attitudes and behaviour.

## **E. RESTORATIVE APPROACHES**

At Wray Common we aim to help children resolve conflict and make positive choices about their behaviour rather than learn to behave through fear of punishment. This approach supports the development of relationships and there is less need to resort to sanctions and punishments to try to 'manage' behaviour.

## F. CONSEQUENCES

We support children in learning to take responsibility for their own actions, their own choices, their own behaviour. We highlight the fact that there are consequences related to their behaviours and our behaviour management system reflects this.

### Rewards

We believe that Wray Common is a place of learning for all members of the school community and that success and achievement must be celebrated. This philosophy forms an important part of our whole school aims and ethos and clear systems of praise, reward and celebration are apparent throughout our daily practice.

#### **Types of Reward**

It is unhelpful to place these in a hierarchy of order as to do so implies that verbal praise and encouragement is of less value than a certificate or treat. The value of verbal praise should never be underestimated - it is crucial in developing a child's self esteem and positive relationships between children and adults. Verbal praise is used alongside all other systems of reward.

- Verbal praise and encouragement
- Stickers, written praise, displaying work
- Being sent to another member of staff for praise, including the headteacher
- Certificates of achievement
- Recognition of achievement within Celebration Assembly
- House Points
- Class based rewards
- Letters, postcards, conversations or phone calls to parents
- Lunchtime stickers

#### **House Points**

From Reception, children who follow our Team Rules or actively promote our school ethos will have their achievement recognised by earning house points.

- All staff can award house points.
- Each child will belong to a House.
- The Houses are:
  - Diamond (yellow)
  - Emerald (green)
  - Ruby (red)
  - Sapphire (blue)
- Opportunities throughout the year will be used to reinforce the House teams and to develop team skills and a sense of pride in their team.
- House Meetings will be held at regular intervals throughout the year.

#### **Celebration Assembly**

Each week we have a Celebration Assembly in which we celebrate children's achievements, both inside and outside of school. School attendance is also celebrated and rewarded.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions: to register the disapproval of unacceptable behaviour; to ensure that the child gets clear feedback, and to protect the security and stability of the school community.

### **Types of Sanction may be applied by teaching/support staff**

- Showing disapproval, verbal reprimand
- Missing part or all of playtime or lunch time
- Time out within the class
- Time out in another classroom
- Sent to a Phase Leader and/or Senior Leader
- Setting of work to complete
- School based community service or imposition of a task - such as picking up litter; tidying a classroom.
- Parental involvement, e.g. phonecall, note in Home Learning Journal, informal meeting, formal meeting
- The establishment of a Home/School Contact Book
- Withdrawal of a privilege, eg. school disco, reward trip
  
- Internal Exclusion (as decided by a Senior Leader, being withdrawn from their year group for a fixed period of time, including missing of break and lunchtime as appropriate)
  
- Exclusion (see below)
  
- Serious sanctions may be applied by Senior Staff in consultation with HT

Class Teachers will be sensitive in applying sanctions for children with Special Educational Needs (SEN), disabilities, emotional and behavioural issues and, in some cases, for children with English as an Additional Language and children from different cultural backgrounds.

### **Teacher and Senior Report**

If a child continues to behave in a manner which does not meet the behavioural expectations as set out in this Policy, the child is likely to be placed on Teacher Report, which will involve daily update and weekly meetings with parents. If behaviour does not improve, this is likely to escalate to a child being on Senior Report.

Generally this combined, progressive and supportive approach is enough. As a final measure, after all other reasonable and appropriate avenues have been exhausted, the Head Teacher (or in his absence, the Deputy Headteacher) reserves the right to arrange a managed move, with the support of parents, to another school or to exclude a child/children for short periods, or for certain periods of the day, or permanently, in line with LA and DfE guidance.

## Exclusion

- Only the head teacher (or Deputy Headteacher in his absence, or Assistant Headteacher in both of their absence), will exclude a pupil.
- All exclusions will be based on disciplinary grounds.
- Exclusion can either be a fixed term exclusion, for a set number of days, or a permanent exclusion. Lunchtime exclusions may be imposed and are counted as half a school day.
- In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to permanent.
- Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy: verbal abuse to staff, students or others;; physical abuse to/attack on staff, students or other; indecent behaviour; intentional damage to property; possession of or misuse of illegal drugs; misuse of other substances; theft; serious threatening behaviour towards staff, student or others; sexual abuse or assault; being in possession of or using an offensive weapon; being in possession of a firework; setting a firework off; arson; unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the student's behaviour. This is not an exhaustive list and there may be other situations where the headteacher makes the judgment that exclusion is an appropriate sanction.
- In reaching a decision, the headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.
- The behaviour of a pupil outside school can be considered as grounds for exclusion. This will be a matter of judgement for the headteacher in accordance with this policy.
- Any decision to exclude, will be made in line with the principles of administrative law, i.e. that it is lawful, rational, reasonable, fair, and proportionate.
- Duties bound by the Equality Act will be taken into account when deciding whether to exclude a pupil.
- The school will take account of its statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- A decision to exclude a pupil permanently will only be taken as a last resort and be in response to serious or persistent breaches of the school's behaviour policy, and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- When excluding, the standard of proof is the civil standard - 'on the balance of probabilities'. The more serious the offence the more convincing the evidence should be.
- Whilst an exclusion may still be deemed appropriate, the headteacher will take account of any contributing factors that are identified following an incident of poor behaviour - for example, when it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- A decision to exclude a child permanently is a serious one and will only be taken where the basis facts have been established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, including multi agency involvement, have been tried without success.
- The school will follow LA and DfE guidance in all matters re Exclusion, including how and when to communicate with parents, Appeal process and the role of the Governing Body.

## Malicious Accusations

If a child is deemed to have made a malicious accusation or a series of malicious accusations, against a member of staff, a Senior Leader will make a decision re appropriate sanction, given the particular

context. An exclusion may be considered. While not a sanction, a child could be permanently moved to another class.

**At any point, given the particular circumstances, there is the option to fast track pupils through the stages of intervention and sanctions.**

## **G. PARTICULAR NEEDS**

### **Individual Support**

If a child is identified as having a particular special educational need in relation to social, emotional or mental health, the child's teacher will (with the support of the SENCo) consider strategies to support the child in class, listen to and talk to the parent/carer so that agreement is reached on how best to meet the child's needs, and listen to and talk to the child so that they are fully involved in the process.

This process operates on an 'Assess, Plan, Do Review' cycle and is supported by the completion of SEND Support Arrangements Paperwork by the child's teacher (with the support of the SENCo). This is reviewed regularly with the parents and child (at least half-termly) as more is understood about the child's needs and their response to interventions. Reviews should record quantifiable progress towards the identified outcomes and should also record any barriers to further progress.

The key sections of the paperwork consist of:

Section 1 - 'One Page Profile' (completed by the teacher and child together) which provides a summary of person centred information to ensure that support is provided in a way that the child wants and is receptive to. At review points, the 'One Page Profile' can be used to focus conversations on what is working and what is not working in the child's life.

Section 5 - SEND Support Arrangements which is where the intervention plan for the child is recorded. It should include clear outcomes related to and actions to meet these. Support arrangements could include:

- support from our school based ELSA (Emotional Literacy Support Assistant)
- attendance at our 'Lunchclub' to further develop social skills
- a stepped behaviour plan discussed and agreed with the child. The plan should identify clear behaviour targets with sanctions and rewards chosen by the child
- advice from outside agencies such as Specialist Teachers for Inclusive Practice (STIPS), Child and Adolescent Mental Health Service (CAMHS) and 'Outreach' from specialist schools

Occasionally, it may become clear that further support is required for a child and their family. A team around the family meeting can be requested with the parents/carers where an Early Help Assessment (EHA) would be completed. This EHA allows access to services for the family from a wider range of local agencies such as Children's Services.

## H. STAFF

### Role of staff - some key points

- All adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, ethnicity, sexuality, ability and disability;
- show appreciation of the efforts and contribution of all.

This is a key responsibility, as it is a powerful teaching tool. Modelling our shared values and ethos must permeate the delivery of both the formal and hidden curriculum, not only in each classroom, but also in the playground and around the school generally.

- Staff will ensure they use positive and respectful language.
- Positive body language and gestures will be used when interacting with children, particularly to reinforce and praise appropriate behaviour.
- When dealing with incidences of negative behaviour, staff will avoid humiliating or shaming children.
- Staff will avoid discussing children in ways which might result in negative labelling.
- Staff will actively seek ways to promote a positive self-image in every child and encourage them to have high expectations of themselves, both in their behaviour and in their learning.
- Wherever possible, children will be given every opportunity to make a fresh start each day.

## I. PARENTS

### Parental Partnership

At Wray Common, we will ensure that the rights of parents are upheld. In particular, parents have the right to:

- expect their children to be safe, secure and respected in school;
- contribute to the development of the school's behaviour policy;
- be kept informed about their child's progress, including issues relating to their behaviour;
- have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.

Parents can support their child in reaching their full potential, academically, as well as socially and emotionally by:

- ensuring that their child attends school regularly, on time and in good health - with due regard to diet, illness, sleep, exercise and cleanliness;
- making children aware of expected appropriate behaviour in all situations;

- encouraging independence and self-discipline;
- ensuring school staff are aware of any issue or personal factor which may result in their child displaying behaviours outside the norm;
- showing an interest in all that their child does in school;
- fostering good relationships with the school;
- being aware of the school rules and expectations;
- reporting any difficulties or concerns they have about any other child in the school to a member of staff rather than dealing with them personally;
- respecting the school's behaviour policy and the disciplinary authority of school staff;
- attending meetings with school staff, if requested, to discuss their child's behaviour;
- keeping personal disagreements with other parents away from the school premises;
- ensuring their child has the appropriate equipment, clothes and PE kit, enabling them to access the whole curriculum;
- observing health and safety rules in the interests of the safety and well-being of all involved in the school. eg. parking safely, not leaving children at school too early.

Parents are expected to model high standards of behaviour in and around the school as their example has an important influence on all children. Parents should never knowingly make anyone in the school feel vulnerable or intimidated. Failure to adhere to this may result in a ban from the school premises for a fixed period of time.

On admission to the school all parents are required to sign the school's Home School Agreement.

## **Communication with Parents**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. The school will communicate policy and expectations to parents.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action, if required, will be discussed with the parents.

If a parent has a concern about their child, their class teacher should be contacted. Staff are usually available for a period after school. Alternatively, an appointment can be made through the office. If there is any unresolved problem, parents are welcome to make an appointment with the Assistant/Deputy Headteacher with responsibility for behaviour. If the problem then remains unresolved, an appointment can be made to discuss the issue with the Headteacher.

## **J. OTHER**

### **Restraint**

On rare occasions it may be necessary to restrain a child, not as a punishment, but to: prevent pupils committing an offence; prevent a child injuring themselves or others; prevent a child from damaging property, and maintain good order and discipline in the classroom or school. In these circumstances, the member(s) of staff will follow restraint guidelines.

### **Searching**

In incidences when there is concern that a child may be intentionally or unintentionally carrying: knives and weapons; alcohol; illegal drugs; stolen items; tobacco; fireworks; pornographic images, or any article that has been or is likely to commit an offence, cause personal injury or damage the property, and they are denying this/not prepared to hand the item to a member of staff, then the school is likely to contact the police and will contact the child's parents. The school may search the child without consent. However, this will only be done by the Headteacher, Deputy or Assistant Headteacher and in the presence of another member of staff.

On the rare occasion when an item clearly appears to have been stolen, the class teacher/senior teacher will discuss this with the class and appeal for the return of the item. Children may be asked to look through their belongings with a member of staff present. For health, safety and safeguarding reasons, staff have the right to look through a child's belongings, with a senior member of staff present, and without the child/parents permission.

### **Confiscation**

A member of staff is permitted to confiscate an item of property belonging to a child if the item:

- poses a threat to others: for example, a laser pen is being used to distract and possibly harm other children or staff;
- poses a threat to good order for learning: for example, a child uses a personal music-player in class;
- is against school uniform rules: for example, a child refuses to take off a baseball cap on entering a classroom;
- poses a health or safety threat: for example, a child wearing large ornate rings in PE may present a safety threat to other children;
- is counter to the ethos of the school: for example, material which might cause tension between one community and another, or
- is illegal for a child to have: for example, racist or pornographic material.

If there are any concerns that confiscation might inflame a situation, degrade or humiliate a child, or give rise to child abuse allegations, then the Head, Deputy or Assistant Headteacher should be called for.

Confiscated items will either:

- be disposed of if of no value to the child or anyone else, eg. a scrap of paper;
- be returned at the end of the lesson or day as appropriate;
- need to be picked up by a parent/carer, or

- be passed onto an external agency.

## **Mobile Phones**

Children are not allowed to bring mobile phones to school. However, parents/carers may request permission to be granted from the Headteacher, Deputy or Assistant Headteacher. Permission may be granted for children for a period of time under exceptional circumstances. Permission will only be granted on grounds of health and safety.

Any child granted permission must hand their phone in to the Office before the start of school and collect it after the end of the day. The phone must be named. They are not allowed to use it during school time or on schools grounds without specific permission.

Breaching these rules is likely to result in:

- temporary confiscation of the phone, and/or
- permission to bring a phone to school again declined.

Although the school will try to ensure the phone's safety while kept in the main office, we cannot guarantee its safety and will not be liable for any loss or damage.

## **Children's behaviour outside the school gates**

The behaviour expectations as set out in this Policy also apply to children

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or 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 (including any form of bullying) to another pupil or member of the public or
- could adversely affect the reputation of the school.

In these cases, sanctions in this policy are applicable and enforceable for behaviour when off-site.

## **Use of the Police and Police Community Support Officers (PCSOs)**

Working in partnership with outside agencies is extremely important and the use of the Police/PCSOs are a valuable support mechanism. There are occasions when the Police/PCSOs provide the school with advice/support in dealing with difficult incidents and may discuss issues of concern with groups of children. At other times, the Police/PCSOs and other support agencies are invited to discuss issues and concerns with the children.

## **Parenting Contracts and Orders**

If the school or local authority considers that parental influence could be better brought to bear in improving the behaviour of the pupil, a parenting contract may be offered. It may help parents take responsibility for their children and strengthen their ability to do so. This can engender a productive relationship with parents and provide individualised support. It provides an early intervention to deal with emerging behaviour problems or after an exclusion of any duration. A parenting contract is a

written voluntary agreement between the school governing body or the local authority and the parent under which the parent agrees to comply with certain requirements and the school or local authority agrees to provide, or help the parent access, the support that they need. Parenting contracts are appropriate where the parent is willing to engage with the school or local authority but is in need of (and will accept) support in order to help improve their child's behaviour. The school cannot insist upon a parent signing a parenting contract as a condition of his or her child being reinstated, being admitted to a school or not being excluded from it.

If the parent refuses or fails to engage with the school or local authority in attempting to improve his or her child's behaviour and the requisite standard of misbehaviour is met, the school or LA may consider applying to the magistrates' court for a parenting order to compel the parent to comply with certain requirements including attendance at parenting classes. The kind of misbehaviour that can trigger a parenting order is behaviour that has or could have resulted in exclusion.

### **Intentional damage to school property or another child's property**

A letter will be written to the parent(s)/carer(s) of a child if a piece of property belonging to the school or another child is intentionally damaged. A request for reimbursement/replacement will be made and sanctions issued as detailed in this policy.

### **Monitoring data collection**

The school collects a range of behaviour data which is analysed and used to inform referrals, individual plans and school improvement. Data is also monitored to ensure the school meets its statutory duties with regard to the Single Equalities Scheme. Data is reviewed by Senior Leadership Team and Governors to support evaluation of the impact of this policy.

*The Behaviour Policy was informed by the following guidance and legislation:*

Education and Inspections Act 2006  
School Standards and Framework Act 1998  
Education Act 2002  
OFSTED National Standards  
The Children Act 1989  
The Childcare Act 2006  
UN Convention on the Rights of the Child  
Care Standards Act 2000  
Protection of Children Act 1999  
Human Rights Act 1998  
The Data Protection Act 1984  
Disability Discrimination Act 2006  
Special Educational Needs and Disability Act 2001  
Special Educational Needs Act 2008  
SEN Code of Practice  
Equality Act  
Behaviour and Discipline in Schools, DfE, 2014  
Surrey Exclusion Guidance, June 2012  
Exclusion from maintained schools, Academies and pupil referral units in England, A guide for those with legal responsibilities in relation to exclusion, 2012  
Reasonable Force DfE 2013