



Behaviour Policy



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Contents

- The Bigger Picture 3
- Purpose..... 4
 - Expectations of children..... 4
 - Aims..... 4
 - Key practice for staff 5
- A Restorative Approach..... 6
- Recognition and Sanctions 6
 - Recognition 6
 - Types of Recognition 6
 - Sanctions 7
 - Types of sanction that may be applied by all staff 8
 - Types of sanction that may be applied by the senior leadership team..... 8
 - Communication with parents 10
- Reasonable Adjustments..... 11
 - Individual support 11
- Other..... 12
 - Malicious Accusations 12
 - Child-on-child abuse..... 12
 - Reasonable force..... 12
 - Searching..... 13
 - Searches for any item with consent 13
 - Searches without consent 13
 - Confiscation 14
 - Children’s behaviour outside the school gates 15
 - Use of the Police and Police Community Support Officers (PCSOs) 15
 - Parenting Contracts and Orders..... 15
 - Intentional damage to school property or another child’s property 16
 - Monitoring and data collection..... 16
- Guidance and Legislation 17

The Bigger Picture

Central to being part of the Wray Common community – both as adults and children – is the Wray Common Way and how we develop and live our lives as Wray Common Citizens – **decent people who consciously choose to demonstrate our Wray Common Values because it is the right thing to do.**

While recognition and celebration is core to what we are about, we do not aim to train our children to make behavioural choices based on what reward they might receive. Equally, while sanctions are an important feedback mechanism, we do not aim to train children to restrain from certain actions because they might receive a sanction – we want them to feel a sense of pride, empathy and belonging by upholding our shared values and living their life as a Wray Common Citizen. Our aspiration is for children to develop a positive habit of thought, a positive habit of interaction and a positive habit of behaviour and respect.

So how we achieve positive behaviour – a by-product of being values-driven – reaches beyond this behaviour policy. It is achieved by such things as: our integrated, progressive Personal, Social and Health (PSHE) curriculum where we delve into relationship building and restoration, assertiveness and zones of regulation; our opportunities for children to support and empathise with others through processes such as peer mediators and restorative approaches; our values-focused, engaging and thought-provoking assemblies; how we challenge and support children in taking responsibility for their learning – and feeling the resultant sense of pride and empowerment; and our commitment, as adults, in demonstrating our values in how we act and interact in our daily lives.



The Wray Common Way

Purpose

The purpose of the Behaviour Policy is to provide clear expectations of the high standards of behaviour that are expected at Wray Common, outline the school's approach in the context of the Wray Common Way and how the school should address a range of specific issues that are covered by statutory guidance, including (but not limited to) the use of sanctions, exclusions, reasonable force and searching and confiscation.

Expectations of children

In line with the Wray Common Way, we expect all of our children to consistently make behaviour choices that reflect our school values of:

- Cooperation
- Friendship
- Kindness
- Respect
- Courage
- Honesty
- Patience
- Gratitude
- Justice

In relation to their behaviour, we also expect our children, as Wray Common Citizens to 'Aspire to be the best we can be', 'Stand up for what is right' and 'Seek solutions' when things don't go to plan.

Aims

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

Additional aims of the behaviour policy are that:

- there is a caring, positive and encouraging atmosphere within the school which promotes a sense of community where everybody feels valued and can learn
- the school provides a welcoming and supportive environment in which all members of the school community are safe and feel safe

- there are high levels of mutual respect between all members of the school community
- staff consistently model high standards of respectful behaviour
- positive behaviour choices are regularly recognised in a way that builds self-esteem amongst children
- unacceptable behaviour is addressed fairly and consistently
- restorative approaches to unacceptable behaviour are taken where appropriate and likely to be effective, alongside using appropriate sanctions
- children at Wray Common become increasingly independent and self-disciplined over time, learning to understand the consequences of their actions and accept responsibility for their own behaviour choices
- all staff work in partnership with both parents and children for the benefit of all children

Key practice for staff

Whilst everyone within the Wray Common should play their part in maintaining high standards of behaviour, we recognise that the practice of school staff is a key factor. Below are five key principles for staff that evidence shows are conducive to a positive, safe, respectful learning environment within schools. In promoting positive behaviour, maintaining a highly respectful culture, and addressing behaviour choices at school, staff should be mindful of these principles.

- To support high quality behaviour choices, our lessons should be engaging; well-planned, resourced and paced; and take into consideration learners' individual needs
- Positive language, body language and gestures should dominate our interaction with children. Children's positive behaviours should be frequently recognised and clearly link to choices
- The whole school community should be regularly active in modelling, promoting, protecting and celebrating our values
- All adults relentlessly recognise children's effort, progress and positive behaviour choices
- Sanctions should be consistently and fairly applied and clearly linked to children's choices and expected standards.
- The Personal, Social and Health Education (PSHE) curriculum provides proactive opportunities to specifically address issues around behaviour and children's social and emotional development.

A Restorative Approach

As part of the Wray Common Way we aim to support children to become empathetic, understand the impact of their actions, resolve conflict, and make positive choices about their behaviour rather than learn to behave through fear of punishment. This is called a 'restorative' approach to behaviour management. Staff at Wray Common invest time in helping children fully resolve any unacceptable behaviour, disagreements and disputes by bringing them together and helping them to understand what has happened, why, what impact it has had, how it can be resolved and how things might be done differently in the future. Restorative conversations will often refer to our whole-school use of 'Zones of Regulation' – a framework that helps children to build awareness of their feelings/internal state and utilise a variety of tools and strategies to regulate their behaviour and choices. We believe a 'restorative' approach to be more effective in the long term than 'punitive' one - simply stating a child has 'broken a rule' and that therefore a sanction will be applied. Using a restorative approach supports the development of our children into Wray Common Citizens with the intent that there is less need to resort to sanctions to try to 'manage' behaviour. Using a restorative approach does not, however, eliminate the need for sanctions, and sanctions will be used, where appropriate, at Wray Common.

Recognition and Sanctions

In supporting children to take responsibility for their own actions, their own choices, and their own behaviour, it is necessary to have clear and consistent consequences – both positive and negative. At Wray Common, we refer to these as 'recognition' and 'sanctions'.

Recognition

We believe that Wray Common is a place of learning for all members of the school community and that success and achievement should be recognised. This philosophy forms an important part of our whole school aims and ethos and a range of recognition, including praise, rewards and celebration should be apparent throughout our daily practice.

Types of Recognition

This list not definitive, and staff are encouraged to be creative in how they recognise behaviour through an inclusive range of praise, rewards and celebration.

- Verbal praise and encouragement
- Stickers, written praise, displaying work
- Being sent to another member of staff for praise, including the Head Teacher
- Certificates of achievement
- Class based celebrations
- Letters, postcards, conversations or phone calls to parents
- Lunchtime stickers

- House Points
- Celebration of achievement within Celebration Assembly

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 Assemblies

Each week we have a Celebration Assembly in which we celebrate children's achievements, both inside and outside of school. Children's learning behaviour is recognised through a variety of methods linked to the Wray Common Way. These can include stamping maths passports, handing out certificates for sports, drama or music, the 'Wheel of Values' and 'Honour Book'. At the end of each half-term, there is also a special 'Medals' assembly in which medals are presented for fantastic progress in the core subjects of reading, writing and mathematics.

Sanctions

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

Sanctions should always be proportionate to the nature of the unacceptable behaviour, but their application may also take into consideration the context of behaviour choice, including whether the behaviour is repeated.

Any serious behaviour incidents should be recorded electronically on CPOMs. Staff will be given regular training and advice on the types of behaviour choice that may be considered serious.

Staff will be sensitive in applying sanctions for children with Special Educational Needs and/or Disabilities (SEND), emotional and behavioural issues and, in some cases, for children with English as an Additional Language. For further information, see section on Reasonable Adjustments.

All sanctions used at Wray Common are in line with the government guidance document - *Behaviour and Discipline in Schools, DfE, January 2016*.

Types of sanction that may be applied by all 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. phone call, note in Home Learning Journal, informal meeting, formal meeting
- The establishment of a Home/School Contact Book
- Withdrawal of a privilege, e.g. school disco, celebration trip, role/responsibility, playing football
- Teacher Report (see below)

Types of sanction that may be applied by the senior leadership team

- 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)
- Senior report (see below)
- Transfer to another class (where necessary, fair and proportionate to do so)
- Exclusion (see below)

Teacher and Senior Report

At Wray Common, we use Teacher Report as a supportive tool to help children learn to improve the quality of their behaviour choices. Teacher Report aims to achieve this by:

- giving children clear targets to work towards in their learning time and/or break times

- ensuring that appropriate progress is made towards those targets
- creating a clear structure for behaviour choices to be recognised and praised/addressed by teachers and school leadership
- providing opportunities for parents and teachers to communicate in the best interests of the child

While Teacher Report has been triggered by unacceptable behaviour in school, Teacher Report is not a punitive tool or 'punishment' and is also not about 'labelling' a child as 'naughty'. We recognise that learning to behave in a way that demonstrates our Wray Common Values is as important as any other part of our curriculum. Teacher report will usually be implemented for a minimum of 2 weeks. At the end of the initial period, options include

1. Finishing teacher report as great progress has been made
2. Extend the period of Teacher Report to continue to make progress against targets
3. Move on to Senior Report and/or referral for alternative support

Senior Report follows a similar structure to Teacher Report, although with some key differences. With Senior Report there is likely to be a loss of entitlement to break and lunch time freedoms for the duration of the report. Any child on Senior Report with this loss of entitlement will need to report to a member of the senior leadership in order to 'earn back' their break or lunch time by meeting their targets.

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 their absence, the Deputy Head Teacher) 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 Local Authority and DfE guidance.

Exclusion

- Only the Head Teacher (or Deputy Head Teacher in their absence, or Assistant Head Teacher in both of their absence), will exclude a child
- 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 Head Teacher makes the judgment that exclusion is an appropriate sanction

- In reaching a decision, the Head Teacher 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 child outside school can be considered as grounds for exclusion. This will be a matter of judgement for the Head Teacher 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 child
- 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 SEND Code of Practice
- A decision to exclude a child 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 child to remain in school would seriously harm the education or welfare of the child 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 Head Teacher 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 child 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 Local Authority and DfE guidance in all matters regarding exclusion, including how and when to communicate with parents, the appeal process and the role of the School Committee

Communication with parents

At Wray Common, we know that it is important to work in partnership with parents when supporting children to make positive behaviour choices. Staff may consider contacting parents both to praise positive choices and their consequences, as well as notify them of unacceptable behaviour and sanctions that have been used. Parents should always be contacted where their child has been involved in a behaviour incident that has necessitated a significant sanction. Parents of children who have been directly affected by another child's seriously unacceptable behaviour should also be informed as soon as practicable.

Staff will not, generally, discuss in depth with a parent the behaviour of another child. However, there may be circumstances in which a teacher or senior leader may deem it necessary to do so, for example to set out the facts of a behaviour incident, or satisfactorily address an investigation into bullying.

Reasonable Adjustments

Individual support

We recognise that all children are individuals and one particular strategy may not be suitable for all children. Staff use their knowledge of and relationships with children to understand how best to support them to make the right choices, and to help them to learn from their mistakes and repair their relationships with their peers. Staff will take the time to listen and talk to the child and their parent/carer, so that there is an agreed understanding of how children's needs are best met in the classroom environment.

Where appropriate, staff will work with the SENCo to explore strategies to support children in class as part of the 'Assess, Plan, Do, Review' cycle. In some cases, this may be supported by the completion of SEND Support Arrangements (SSA) Paperwork by the child's teacher, with the support of the SENCo. Arrangements are reviewed termly, and where appropriate more regularly, to ensure there is a shared understanding of children's needs and their response to intervention.

Occasionally, it may become clear that further support is required for a child and their family. At Wray Common, we have a Team Around the Child approach, through which we aim to support children and their families. This may include the completion of an Early Help Assessment, to understand the lived experience of all members of the family in order to help them find appropriate support, or for relevant referrals to be made to external agencies.

Other

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.

Child-on-child abuse

We expect our children to uphold the Wray Common value of respect at all times. This is underpinned in our teaching of PSHE where children learning about consent, respectful behaviour, healthy relationships, self-confidence and self-esteem.

Any form of abuse is not acceptable, including child-on-child abuse (as defined in Keeping Children Safe 2022). This includes, but is not limited to, sexual harassment. Sexual harassment includes unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sending nude or semi-nude images.

We take reports of child-on-child abuse seriously and will listen and respond to all reports made. Staff take all children's safety and wellbeing seriously - children will be listened to and their concerns acted on. We make it clear to all children that we will not tolerate or accept abuse.

In response to reports of child-on-child abuse, staff will work with the DSL and SMT teams to ensure that our response is proportionate, considered, and supportive of all parties. Our response to child-on-child abuse will be decided on a case-by-case basis, and outcomes will be shared with parents as promptly as possible.

Reasonable force

On rare occasions and after a number of de-escalation techniques have been used, it may be necessary for staff to use reasonable force in school.

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;

- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts

The school cannot use force as a punishment – it is always unlawful to use force as a punishment.

All incidents of restraint are reviewed by a member of the Senior Management Team to ensure that any lessons can be learned regarding future provision for individual children.

Searching

It may be necessary that a member of staff has cause to search a child or their property (such as a bag or coat) for an item.

Searches for any item with consent

School staff can search a child for any item if the child agrees. Child consent may be verbal. Staff should ensure that searches conducted with consent are done so in the presence of two adults. A member of the senior leadership team should be informed that the search has been conducted. A parent/carer of the child should also be informed that the search has taken place.

Searches without consent

The Head Teacher and members of the Senior Leadership Team can use such force as is reasonable to conduct a search, without consent, where they have reasonable grounds for suspecting that the child may have one or more of the following 'prohibited items':

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to
- be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child)

The Head Teacher and members of the Senior Leadership Team can also search, without consent, for the following items which are banned by the school rules (unless permission has been given to carry one)

- mobile telephones
- devices capable of taking photographic images

The Head Teacher and/or senior leader responsible for the search without consent should ensure that it is done so in the presence of two adults, unless there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where is not reasonably practicable to summon another member of staff. A parent/carer of the child should also be informed that the search has taken place.

Confiscation

Staff are permitted to confiscate, retain or dispose of a child's property, where reasonable to do so during the course of their duties. This may be during the course of their teaching, in the playground or any other circumstances that have not involved a child being searched.

Staff can also use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it should be passed to the police. Where other prohibited items are found and confiscated, staff should refer to the DfE document - *Searching, screening and confiscation – Advice for Head Teachers, school staff and governing bodies (January 2018)* for guidance on appropriate disposal of the items.

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 Head Teacher should be called for.

Mobile Phones

Children are not allowed to bring mobile phones to school. However, parents/carers may request permission to be granted from the Head Teacher, Deputy or Assistant Head Teacher. Permission may be granted for children where it is deemed necessary for their safety travelling to and/or from school and/or in other exceptional circumstances.

Mobile phones should be named and handed in to the school office at the beginning of the school day. The school may withdraw permission for a mobile phone to be brought to school at any point.

Any child granted permission should hand their phone in to the Office before the start of school and collect it after the end of the day. The phone should 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;
- travelling to or from school;
- wearing school uniform, or in some other way identifiable as a child at the school, or

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 (including any form of bullying) to another child 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 child, 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 their 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 their or her child's behaviour and the requisite standard of misbehaviour is met, the school or Local Authority 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 and 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.

Guidance and Legislation

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

Behaviour and Discipline in Schools, DfE, January 2016

Exclusion from maintained schools, academies and child referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion, DfE, September 2017

Use of reasonable force – Advice for Head Teachers, staff and governing bodies, DfE, July 2013

Searching, screening and confiscation – Advice for Head Teachers, school staff and governing bodies, DfE, January 2018

Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, DfE and DoH, January 2015

Education and Inspections Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

The Children Act 1989

Equality Act 2010

Education Act 2011

UN Convention on the Rights of the Child 1989

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