



William Westley Primary School

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. 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](#)
- [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
- [DfE guidance](#) explaining that maintained schools should publish their Behaviour Policy online

3. Definitions

Behaviour we wish to encourage:

- respecting self, others and property;
- moving around the school in a sensible and orderly fashion;
- being well organised for school and lessons;
- listening to others actively;
- being polite, co-operative and friendly;

- valuing others, their work and their opinion;
- working hard, giving of one's best and completing class and home work
- promoting positive body language

Behaviour that is unacceptable:

- swearing;
- refusing to carry out a reasonable request;
- name calling; (calling children any name other than the name they have agreed to be known by)
- verbal aggression;
- physical aggression (including "play fighting");
- racist, homophobic, sexist, religious discrimination or other discriminatory behaviour;
- vandalism;
- disruption in lessons, in corridors between lessons and break and lunchtimes
- deliberately excluding others
- "put downs"
- bullying
- possession or use of any prohibited items, including knives or weapons, stolen items, tobacco and cigarette papers
- any article a staff member 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 pupil)

4. Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors should be free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used by staff, in line with the behaviour policy
- A personalised approach, in an Individual Behaviour Plan (IBP) will be used to address the specific behavioural needs of particular pupils, see Appendix 1
- The Behaviour Policy, including Home School Agreement, , see Appendix 2 is understood by pupils, parents and staff
- The School Exclusion Policy explains that exclusions will only be used in line with the County Exclusion Guidance. This outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- If behaviour concerns escalate or continue, or if the nature of the behaviour warrants it, families will be contacted and encouraged to become involved in order to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body every three years

5. Bullying

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

Bullying is, therefore:

- Deliberate
- Sustained
- Systematic
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, performance or gender, 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

Children often find it hard to tell a grown-up that they are being bullied. Often it emerges at home before anyone at school knows about it. If bullying is reported, it will normally be the responsibility of the child's class teacher to start investigating. Thus if a child reports to a midday supervisor or a classroom assistant, that person should report to the class teacher as soon as possible.

If a child complains of being bullied, our first reaction must be to take the child seriously.

1. Allow the child to talk about and explain the incident/s.
2. Reassure the child that they have done the right thing to tell and that they will be taken seriously
3. Listen to the child and establish the frequency, intensity, duration.
4. If it is considered appropriate, discuss the situation with both children together.
5. If it is not considered to be bullying the incident will be recorded in the Class Communication Book. The class teacher will inform parents of the incident and reassure them that it has been dealt with.
6. **If it is considered that the situation may be one of bullying** the incident should be logged in the Headteachers' Incident Book and parents of both children will be contacted by the Headteacher.
7. The situation will be monitored for a two week period.
8. After a two week period, if there is no evidence of bullying, parents will be contacted to inform them of this. If however there is a concern, a meeting will be sought with parents and, where appropriate, the child to consider what further support is needed.
9. A discussion with the class teacher, Headteacher, SENCO, will identify what support is needed. This may be long term, if, for example, the victim needs support to develop social skills. This will then be discussed with the child. Further support and advice is available through the Access to Learning Specialist Cambridgeshire Access and Inclusion Specialist Teaching Service

With a child who has been accused of bullying we take the situation very seriously. Our approach must be to listen to all of those involved, to explore the incident, establishing whether it is part of a deliberate, systematic, sustained pattern of behaviour. If it is found that bullying has taken place we will seek to work with the child and family to avoid this kind of behaviour in the future ensuring that it is the **action**, not the **child that** we disapprove of.

1. Ask the child to describe what has happened.
2. Encourage the child to explain why the incident/s happened.
3. Encourage the child to describe different things s/he could have done that would have avoided the problem.
4. Encourage the child to empathise with the victim's feelings.
5. Decide a suitable sanction including written/verbal apology, when appropriate.
6. If it is considered appropriate, discuss the situation with both children together.
7. If it is considered that the situation may be one of bullying, refer to the Headteacher to log the incident in the Headteacher's Incident Book
8. The child's parents informed of the incident, action taken and their response and support is sought by the Headteacher.
9. Class teacher will monitor the situation over a two week period, keeping daily records in the Class Communication Book, in consultation with the Headteacher and SENCO. After a two week period, if there is no evidence of bullying, parents will be contacted to inform them of this. If however there is a concern, a meeting will be sought with parents and, where appropriate, the child to consider what further action is needed to change the child's long term behaviour. Further support and advice is available through the Access to Learning Specialist Cambridgeshire Access and Inclusion Specialist Teaching Service.

6. Roles and responsibilities

We want all William Westley children, and their parents, to understand and accept the school's rules, accept the consequences of their own behaviour, and prefer the intrinsic rewards of good behaviour to any perceived attractions of bad behaviour.

In working towards achieving these aims, the way that adults in the school treat children and each other is critical. By showing respect to each other and to children, by taking children's concerns seriously and helping them to resolve conflict in non-confrontational ways, we can provide a model of appropriate behaviour from which the children can learn.

6.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this Behaviour Policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for reviewing this Behaviour Policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- If behaviour concerns escalate or continue, or if the nature of the behaviour warrants it, behaviour will be recorded using an Incident Log see, Appendix 3.
- Providing a personalised approach, Individual Behaviour Plan (IBP), to the specific behavioural needs of particular pupils, see Appendix 2.

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

6.4 Parents

Parents are expected to:

- Support their child by adhering to Home School Agreement, see Appendix 2, and Pupil Code of Conduct as reflected in the class rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

7. Pupil Code of Conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute
- Support the school values

8. Rewards and sanctions

8.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merits, certificates and rewards
- Conversation with parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal or visual reminder
- School Traffic Light System, see Appendix 4.
- Sending the pupil out of the class to a member of SLT for reflection
- Expecting work to be completed at lunchtime
- Lunch break sanctions
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents. See Appendix 5 for sample letters to parents about their child's behaviour.

8.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip.

8.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding Policy or Complaints Procedure, for more information on responding to allegations.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 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 in the Physical Restraint Book in the Headteachers Office and reported to parents

Further details can be found in the Policy for Physical Intervention with Pupils.

9.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils and if appropriate a discussion will be had with parents,

9.4 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 Special Educational Needs Co-ordinator 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, the school will liaise with external agencies and plan support programmes for that child. The school will work with parents to create the plan and review it on a regular basis.

10. 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 will be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint as part of continuing professional development which will be recorded in the Staff Training Record.

12. Monitoring arrangements

This Behaviour Policy will be reviewed by the Headteacher and Governing Body every three years. At each review, the policy will be approved by the Headteacher.

13. Links with other policies


This Behaviour Policy is linked to the following policies:

- School Exclusions Policy
- Safeguarding Policy
- Physical Restraint Policy
- Special Educational Needs Policy
- Complaints Procedure

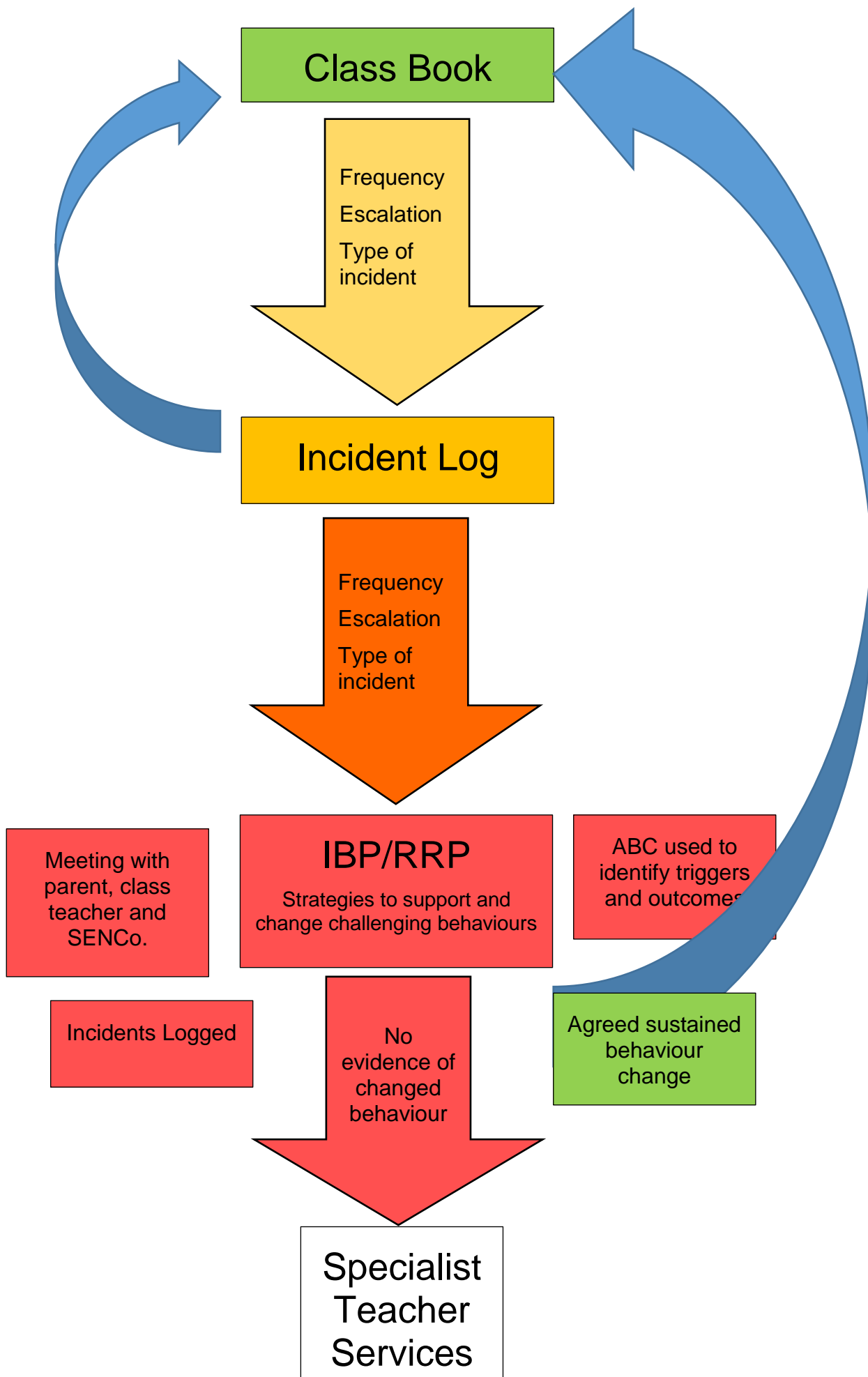
Appendix 1: Individual Behaviour Plan (IBP)

Appendix 2: Home School Agreement

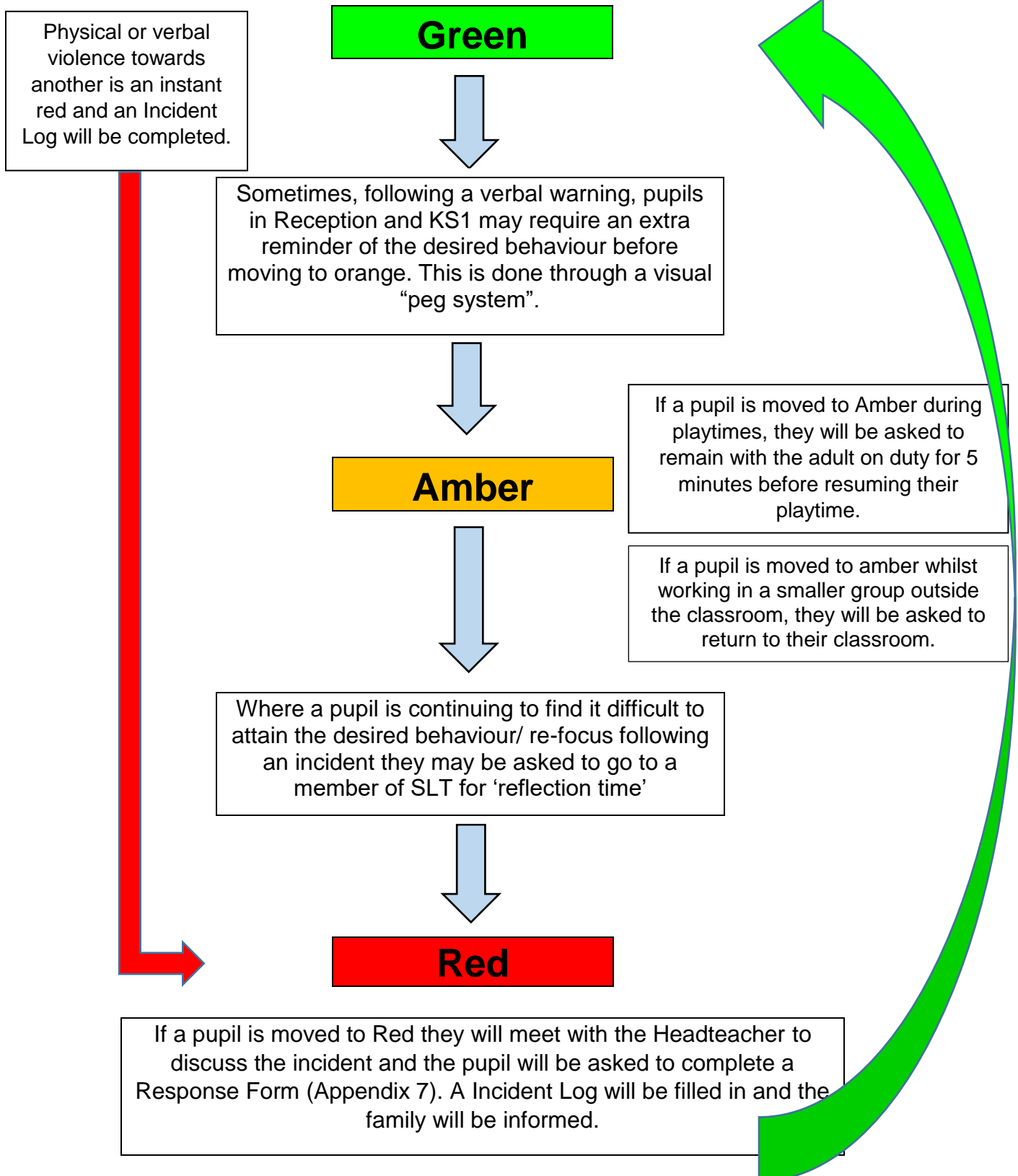
Appendix 3: Incident Log to be passed on to, and filed in Whole School Incident Log by Headteacher. Headteacher will then feedback to and liaise with class teacher as soon as possible.

Pupil's name:		
Name of staff member reporting the incident:		
Date:		
Time:		
Where did the incident take place?		
When did the incident take place? (Before/after school, lunchtime, break time)		
What happened		
Who was involved?		
What actions were taken, including any sanctions?		
Is any follow-up action needed? If so, give details		
People informed of the incident (staff, governors, parents, police):		

Appendix 4: Behaviour Strategy



Appendix 5: Class Sanctions - Traffic Light System



Any movement on the Traffic Light System lasts for one 'session' only in KS1 and one morning or afternoon in KS2 before a pupil's name is moved back to green and they start afresh.

Appendix 6: Letters to parents about pupil behaviour – templates

First Behaviour Letter

Dear Parent,

Recently, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil Code of Conduct as reflected in the class rules, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours faithfully,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct as reflected in the class rules.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours faithfully,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating an Individual Behaviour Plan,
_____, has continued to misbehave.

I would be grateful if you could attend a meeting with the Headteacher, the Special Educational Needs Co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.


Yours faithfully,

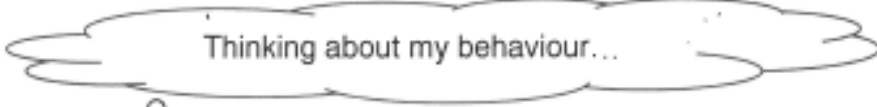
Class teacher name: _____

Class teacher signature: _____

Date: _____

Appendix 7 - Response Form

William Westley C of E Primary School PUPIL BEHAVIOUR RESPONSE FORM		
Name of Child:	Year Group:	
Name of Teacher:	Date:	


Thinking about my behaviour...

Think about what happened.

What did I do?

Which rule was broken?

What can I do to make it better?
