

West Pennard C of E Primary School

# **Behaviour Policy**

**September 2021**

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Review date: September 2022

# WEST PENNARD C OF E PRIMARY SCHOOL

## BEHAVIOUR POLICY

### Our school vision...

***'Since God so loved us, so we must love one another'  
(1 John 4 v11)***

***Valuing our Christian foundation, we care for each other and our world.***

***We develop resilience, confidence, creativity and independence through our innovative and diverse curriculum; inspiring and motivating everyone to thrive.***

***Our motto, 'To Try is to Triumph' and growing Christian Values, are central to all that we do.***

We link this policy with our Christian values of:

**Truthfulness  
Compassion  
Friendship  
Thankfulness  
Respect  
Forgiveness**

### Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property).
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour, which includes online bullying, and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

These aims have been written to reflect our ethos statement which was updated in conjunction with all stakeholders: NB: This is on display throughout the school.

### 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
- Exclusion from maintained schools, academies and pupil referral units in England

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 must publish their behaviour policy online

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork or homework (due to poor choices, even after support given/offered)
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

**Possession of any prohibited items.** These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

(this is not a definitive list)

## Bullying

**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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

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

### Pupil Code of conduct

- All members of the school community are expected to respect each other.
- All children are expected to respect their teachers, other adults and fellow pupils.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are expected to be well-behaved, well-mannered and attentive.
- Children should walk when moving around school.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation nor cyberbullying. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language must not be used.
- Children are expected to be punctual.
- Children must not bring sharp or dangerous instruments to school, or any item that might causes harm to another child.
- Children should wear the correct school uniform.

*Sensible black shoes or ankle boots must be worn. Trainers are not permitted. High heeled shoes must not be worn.*

*Socks must be black, grey or navy (boys) or socks and tights must be black, grey, navy or white (girls). Jewellery is not allowed, including bracelets, necklaces and rings (unless being worn for religious reasons). Only stud earrings are safe. Make up and nail varnish should not be worn.*

*We advise that all long hair is tied back to help avoid the recurrent 'nit' problem. Unusual hairstyles eg shaved hair/patterns, gelled 'Mohican' style and dyed hair is not permitted.*

*Skirts must not be too short (just above the knee) or tight to allow for movement.  
Trousers should not be 'jean style' or be skin tight.  
We expect children to wear correct PE kit.*

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

### **Rewards and Sanctions**

All staff promote positive behaviour through the giving house points to each team or individually. Special 'golden house points' are given to children that demonstrate aspects of the schools Christian Values and are worth 5 team points. We also use a range of stickers and class reward systems which are tailored to the needs of the class.

Positive behaviour will be rewarded with:

- Praise
- Team Points
- Messages home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, messages or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a 'yellow card' \*see behaviour flow chart in the appendix
- Pupils may be sent to the Office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

Sanctions for sexual harassment and violence may include:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Being kept in at break or lunchtime
- Referring the pupil to a senior member of staff

- Letters, messages or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil on a 'yellow card' \*see behaviour flow chart in the appendix
- Pupils may be sent to the Office during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

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

Please refer to our child protection and safeguarding policy for more information

### 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).

### Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our safeguarding policy and whistleblowing policy for more information on responding to allegations of abuse against staff or other pupils.

### 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 pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - 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

### Lunchtime Supervision

At lunchtime, the teaching assistants and lunch staff carry out supervision. They can refer to a member of the senior leadership team or the class teacher if necessary. The lunch staff remind the children of the standard of behaviour that is expected.

Repeated minor problems may result in the child being asked to complete a task. This usually takes the heat out of situation. We encourage that the lunch staff are treated with the respect expected by all adults at West Pennard School. Verbal or physical abuse will not be tolerated. Persistent or serious misbehaviour at lunchtime is brought to the attention of the senior leadership team and the class teacher, as per the Behaviour Flow Chart (see appendix). This can result in loss of privileges and playtimes and the gaining of a yellow card. Parents will be informed and the child may be excluded from the premises at lunchtime for a fixed time should the behaviour persist. This will be followed, if necessary, by permanent exclusion.

We have a list of playground rules which are updated annually and are on display in the playground.

### After School Childcare

Additional Note: This policy is reflected in the practice of the school after school childcare club as well.

### School Transport

Although the school cannot be responsible for the behaviour of the children on school buses we do expect parents to support our expectations. To assist in the management of behaviour 'bus places' are sometimes allocated on the North Wootton and Pilton Bus routes.

All children must wear the seat belts provided

No children should stand or move seats unless requested to do so.

Children must get on and off in an orderly manner, in year group order, as directed by the staff on duty

The driver must never be distracted by loud or disturbing behaviour.

A procedure for contacting parents will operate if children disregard their responsibilities.

Children must abide by the bus charter code of conduct.

### Online Safety

Additional Note: When reviewing this policy, online safety considerations per the e-safety policy have been taken into account.

## Physical restraint

If a child violently attacks another child or adult and does not respond to a request to calm down, then intervention is necessary (see restraint policy)\*. The child should be removed from the situation as soon as possible and taken to a member of the Senior Leadership Team who will take immediate action to involve parents. An incident should be recorded on an ABC Behaviour form and discussed with the Headteacher or senior teacher. The Headteacher and relevant staff will work with the parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

The final sanction for extreme behaviour will be to exclude the child for a given number of days. They will only be able to return to school after a 'return to school' interview with the child and parents. The ultimate sanction is permanent exclusion.

Circumstances that staff may use reasonable force to restrain a pupil would be 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

## Confiscation

**Any prohibited items 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 after discussion with senior leaders and parents, if appropriate.

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

## 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, 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 child protection and safeguarding 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.

## Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

## Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children.
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their enforcement.
- By attending Parent's Evenings, meet the teacher sessions, parent functions and by developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without sound discipline.
- By remembering that staff deal with behaviour problems patiently and positively.

We accept that when discussing issues concerning their children's progress, attainment, behaviour or social and emotional concerns, parents may be anxious and upset. However, staff have the right to be spoken to in a calm and respectful manner. Any parent or carer who becomes verbally or physically aggressive will be asked to leave and the meeting terminated. The Headteacher will then contact the parent or carer to convene a meeting at a mutually convenient time to attempt to resolve the difficulties. As an ultimate sanction the Headteacher has the right to refuse the parent or carer entry to the school site.

## Behaviour Folder

This is used to record:

- Any incidents of challenging behaviour by a child.

Challenging behaviour can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Online abuse / cyber bullying
- Peer on peer bullying
- Harmful sexual behaviour
- Prejudice-based / discriminatory bullying

When there is an incident of challenging behaviour, an ABC form (Antecedents, Behaviour, Consequence) should be used, recording all details, and are available from Google Drive.

These should be emailed to the class teacher, so that they can address issues in the first instance. Once a situation has been resolved and necessary action taken, then the form should be sent to the Headteacher / Deputy Head.

Parents are contacted if there has been a serious incident or a recurrent issue and / or if a yellow card is issued. They are not contacted for every incident of poor behaviour.

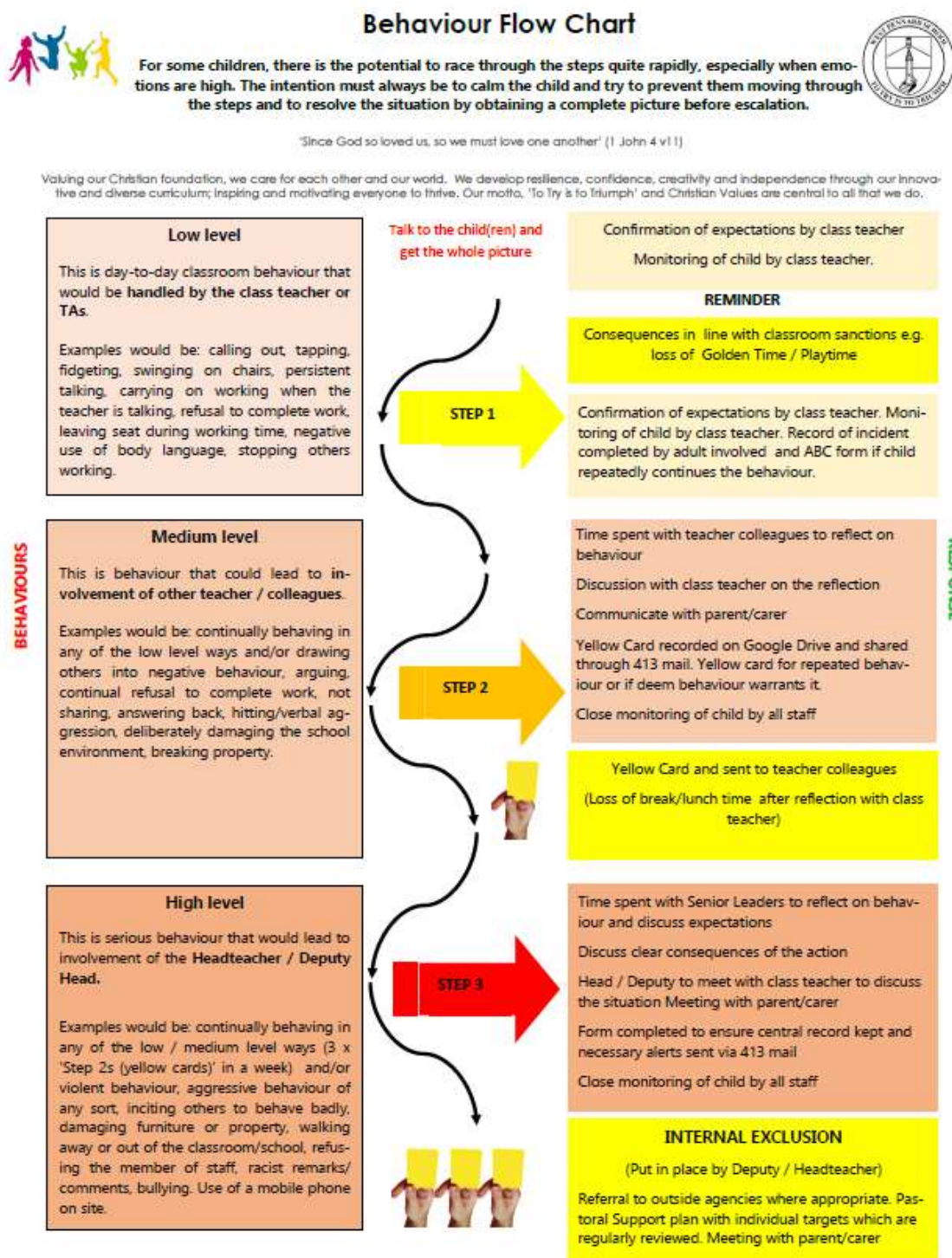
Incidents of prejudice-based / discriminatory bullying are recorded and a form sent to County. Incidents of this nature are discussed annually at the September Full Governing Board Meeting and recorded and discussed termly via the Headteacher's Report to Governors.

## Review

This policy will be regularly reviewed and updated as and when appropriate.

As a school, we follow the policy but are also flexible in our approach to each individual child.

## Appendix



Consequences and actions taken to be in line with the developmental stage/age of the child and any SEND. West Pennant CE Primary School uses an Emotional Coaching approach towards children to help them understand their emotions and behaviours.