



# Behaviour Policy

## Woodfield Primary School

### 2019-2022

A handwritten signature in black ink, appearing to be "J. Hill", is written above a horizontal line.

CEO SIGNATURE

n/a – operational policy

CHAIR OF TRUST BOARD SIGNATURE

21.1.20

DATE

Summer 2022

NEXT REVIEW DATE





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## Introduction

Woodfield Primary School is committed to providing a stimulating and supportive learning environment based on mutual respect and trust. The school strives to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting good behaviour. It follows the DfE's [\*Behaviour & Discipline in Schools A Guidance for Headteachers and School Staff\*](#) and also the following legislation:

- [Education and Inspections Act 2006](#)
- [School Standards and Framework Act 1998](#)
- [Education Act 2011](#)
- [Use of Reasonable Force 2013](#)
- [Equality Act 2010](#)

## AIMS:

- To develop in pupils, a sense of self-discipline and an acceptance of responsibility for their own actions
- To create the conditions for an orderly community in which effective learning can take place
- To promote mutual respect for others and a proper concern for the environment
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To encourage the involvement of both home and school in the implementation of this policy.

## CODE OF CONDUCT:

In order to maintain the safety and well-being of our pupils we expect the following to be applied, in conjunction with our own 'Code of Conduct' document from April 2017:

We expect all of our children to:

- Respect their teachers, adults and each other
- Respect their own and each other's property
- Respect the school grounds, books and equipment
- Be well behaved, well-mannered and not run around school
- Take responsibility for their own actions, not make excuses and set a good impression
- Be punctual and wear the correct school uniform, do not wear make-up or jewellery, other than ear studs





We expect our staff to:

- Create a positive climate with realistic expectations
- Emphasise the importance of being valued as an individual
- Promote, through example, honesty and courtesy
- Ensure fair treatment for all regardless of age, gender, race, ability and disability
- Show appreciation of the efforts and contribution of children

We expect parents/carers to

- Respect our rules and this policy
- Ensure children have good attendance and are punctual
- Ensure children wear the correct uniform
- Adhere to our 'no smoking on school premises' rule
- Use appropriate language and have respect for other parents, children and staff
- Ensure dogs are not brought onto the school premises
- Take responsibility for their own toddlers and babies

The School will not tolerate abusive behaviour from children or parents, verbal or physical and will apply sanctions as appropriate. In the case of parents this may result in a ban from the premises.

## **REWARDS AND SANCTIONS**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements.

## **REWARDS PROCEDURE**

The value of praise by staff must never be underestimated. This can be a verbal or written comment by the teacher to the child. Rewards may vary from class to class, but each class will select a 'Star of the week' that will be presented with a certificate in achievement assembly, held on each Friday.

## **Reward System**

The school follows the 'Good to be Green' system, although staff are encouraged to personalise and manage the system appropriately for their class, without compromising on the principles that underpin the scheme.





## SANCTIONS

The key points to the DfE guidelines 2014 are:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction ([Section 91 of the Education and Inspections Act 2006](#)).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of our school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful punishment. The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- There should be a clear distinction between minor and major offences. It should be the behaviour rather than the person that is punished.

## SANCTIONS PROCEDURES

- We expect children to listen carefully in lessons, if they do not do so, we will either move them to a place nearer the teacher or to sit on their own.
- Children may be asked to repeat/finish work at playtimes or lunchtimes supervised by the class teacher
- If a child is disruptive in class, the teacher will reprimand him or her. If a child misbehaves repeatedly, we isolate them from the rest of the class until s/he calms down.
- Where there is a pattern of repeated misbehaviour we will apply a 'Loss of break time' sanction. Which is held away from the classroom and supervised by the Assistant Headteacher / Headteacher.





- All incidents of misbehaviour will be immediately input onto CPOMS.
- Lunchtime detention will be used when necessary.
- Where anti-social, disruptive or aggressive behaviour is displayed frequently, or in cases of fighting or bullying, it may be necessary to apply a period of 'seclusion'. This is a modified timetable which will last from 2-5 days. The child will be educated in isolation and will not be allowed to join their peers at playtime or lunchtime. They will be supervised by the PSO.
- The school will officially exclude children from school where circumstances warrant it.
- Children should not bring sharp objects or any items that would cause a danger to other people. In these instances, the item will be confiscated. In the case of illegal objects or substances these will be reported to the police.
- Children should not use mobile phones at any time during the school day. If this rule is disobeyed the phone will be confiscated and returned to the parent only at their request.

## **MEETING THE NEEDS OF CHILDREN WITH SEND**

In response to the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs, it is recognised that some pupils require a more sensitive and differentiated approach when dealing with behaviour.

A graduated response will be taken and will reflect each individual child's additional needs. All approaches employed will also take into account additional costs and any other practical considerations for the school:

- Quality First Teaching
- Small group support
- 1:1 interventions
- Support from outside agencies e.g. Wolverhampton Outreach, Speech and Language Team, Occupational Therapy, Educational Psychology Service
- All support should be recorded on a plan e.g. Behaviour support plan, Individual Provision plan and/or Early Help Application





- Following support it may be necessary to consider other approaches e.g. an Education, Health and Care Plan (EHCP), attendance at a short stay placement away from the main school site, modified timetable, exclusion (fixed and permanent)

## **BULLYING**

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We have a separate anti-bullying policy which is available upon request.

## **RACISM**

Like bullying, this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism will be reported to the Pastoral Officer or a member of the SLT, who will report the matter appropriately.

## **PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES**

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. [Section 89\(5\) of the Education and Inspections Act 2006](#) gives headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable." In our school we will discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- misbehaving at any time where the child is wearing school uniform or in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
  - 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.

## **FIXED TERM AND PERMANENT EXCLUSIONS**

Woodfield Primary School will use exclusions as a last resort but will exercise these powers if the circumstances warrant it.





- Only the Headteacher has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed term periods for up to 45 days in any one school year. They may also exclude a pupil permanently. It is also possible to convert a fixed term exclusion into a permanent one if the circumstances warrant this.
- If a pupil is excluded, the parent / carer will be informed immediately, giving reasons for the exclusion. The parent / carer will also be given information regarding making an appeal. The Headteacher will also inform the Local Authority.
- The Local Governing Board has a disciplinary committee which will consider any exclusion appeals. They will take account of any representation by parents and the LA and consider whether the pupil should be reinstated. They cannot exclude a pupil or extend the length of the exclusion.

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an appropriate 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 will be discussed with the parents.

## **HOME / SCHOOL AGREEMENT**

All parents and children are expected to agree to the rules set out in this document.

## **THE ROLE OF THE CLASS TEACHER**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class and that their class behaves in a responsible manner during lesson times. Our class teachers have high expectations of the children in terms of behaviour and will deal with matters fairly but consistently.

Our teachers and all staff follow the behaviour procedures set out in this policy and they are displayed in all classrooms for children to observe.







## **THE ROLE OF THE PASTORAL SUPPORT OFFICER**

The Pastoral Support Officer works with individual or groups of children and support staff where appropriate. Their role is to:

- Monitor behaviour and discipline throughout the school
- Liaise with the Headteacher, SENDCo and all staff regarding behaviour issues.
- Assist with drawing up and implementing an action plan for each child who needs support
- Support staff, pupils and parents in implementing and maintaining behaviour and discipline procedures throughout the school
- Keep a behaviour database of incidents and inform the Headteacher of outcomes

## **THE ROLE OF THE HEADTEACHER**

The Headteacher takes responsibility for behaviour and discipline procedures throughout the school and supports the Inclusion Manager and staff. They will decide on whether more serious sanctions need to be applied e.g. timing and frequency of a modified timetable; lunchtime, short-term or long-term exclusion. The Headteacher will decide on whether an exclusion will be applied.

## **THE ROLE OF THE GOVERNORS**

The Local Governing Board has the responsibility of setting the standards of behaviour and discipline and reviewing the effectiveness of this policy. They support the Headteacher to carry out these guidelines.

## **MONITORING AND EVALUATION**

Pupil behaviour (including achievements) are recorded on the SIMS database and patterns and trends are monitored and evaluated as part of our whole school self-evaluation review. Action is taken as appropriate.

## **REVIEW OF POLICY**

The CEO and the Headteacher will review this policy every three years and assess its implementation and effectiveness on a regular basis. The policy may be reviewed earlier if the government introduces new regulations or receives recommendations on how the policy can be improved.

## **THE USE OF REASONABLE FORCE / PHYSICAL INTERVENTION**

Our policy statement is based on guidance issued by the DfE in July 2014.





The Key points to the DfE guidance are:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force
- Senior school leaders should support their staff when they use this power.

There is no legal definition of 'reasonable force' and it is not possible to set out comprehensively when it is reasonable to use force or the degree of force that may be reasonably used. There are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of the particular incident warrant it. The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Therefore physical force could not be justified to prevent a pupil from committing a trivial misdemeanour or in a situation that clearly could be resolved without the use of force.
- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that should reasonable be employed, might also depend on the age, understanding and sex of the pupil.

### **The Use of Reasonable Force**

- All members of staff have a legal power to use reasonable force which also applies to adults (volunteers, students etc) who are given specific consent by the Headteacher.
- Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or causing disorder.
- The decision to intervene or not is down to the professional judgment of staff and should always depend on individual circumstances.
- In our school we can expect to use reasonable force to:
  - Remove disruptive children from the classroom where they have refused to follow an instruction to do so
  - Prevent a pupil behaving in a way which disrupts a school event, trip or visit





- Prevent a pupil leaving the classroom if this would be a risk to their safety or would disrupt the behaviour of others
  - Stop a fight or prevent a pupil from attacking another pupil or member of staff.
- In our school we cannot use force as a punishment. **It is always unlawful to use force in this way.**
  - The range of physical interventions staff might use are:
    - Physically interposing between pupils
    - Blocking a pupil's path
    - Leading a pupil by the hand
    - Guiding or shepherding pupil whilst holding a hand or arm
    - More restrictive interventions can be used where staff have received specific training to do so.
  - Physical interventions which cannot be used are:
    - Hold a pupil around the neck or in any other way to prevent breathing
    - Hold a pupil face down on the floor
    - Slap, punch or kick a pupil
    - Twist or force limbs
    - Drag along by the hair or leg

These techniques are not a definitive list.

### **Physical Contact with Pupils**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, is proper and necessary. Examples of this are where:

- Holding the hand of a child at the front / back of a line or when walking around school
- When comforting a distressed child
- When congratulating a pupil
- Demonstrating the use of a musical instrument or techniques in PE
- Giving First Aid

### **Recording incidents**

All serious incidents are recorded and reported to the Headteacher. In deciding whether the incident is serious the following criteria will be applied:





- The pupil’s behaviour and level of risk at the time of the incident
- The degree of force used
- The effect on the pupil or staff member
- The child’s age and SEND status

Parents will be informed where serious incidents occur.

### Complaints

All complaints will be dealt with according to Trust policy and within the guidelines ‘Dealing with allegations of Abuse against Teachers’. Staff will not be automatically suspended. As schools we have a duty of care towards our employees as well as our pupils. We will provide pastoral support to any member of staff who is subject to a formal allegation.

	Event	Response	Outcome
Stage 1	<ul style="list-style-type: none"> <li>• Low-level disruptive behaviour, including in assemblies.</li> <li>• Defiance, including disrespectful behaviour and offensive language.</li> <li>• Poor attitude to school, including non-completion of work.</li> <li>• Inappropriate clothing.</li> <li>• Minor damage to property.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of ‘Good to be Green’ policy.</li> <li>• Use positive reinforcement.</li> <li>• Issue class-level sanctions.</li> <li>• Establish and reinforce class rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Token rewards – e.g. stickers</li> <li>• Yellow or red cards issued.</li> <li>• <i>Golden Time</i> lost or gained.</li> <li>• Loss of break-time.</li> </ul>





Behaviour beyond stage 1 requires a Cpoms incident report to be completed.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 2</p>	<ul style="list-style-type: none"> <li>• Persistent disruptive behaviour.</li> <li>• Persistent defiance and disrespectful behaviour.</li> <li>• Persistently poor attitude to school.</li> <li>• Verbal and low-level physical assault towards other children.</li> <li>• Deliberate damage to school property.</li> </ul>	<ul style="list-style-type: none"> <li>• Inform Year Group Leader and/or PSO where appropriate.</li> <li>• If required, inform Assistant Headteachers.</li> <li>• Issue SLT sanctions.</li> <li>• Establish and reinforce school rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of lunchtime play.</li> <li>• Liaise with parent/carers.</li> <li>• Behaviour support plan.</li> <li>• Record and monitor behaviour.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Stage 3</p>	<ul style="list-style-type: none"> <li>• Verbal and physical assault towards other children and/or staff.</li> <li>• Incidents of racism, bullying and theft.</li> <li>• Persistently poor behaviour (as evidenced on behaviour monitoring records).</li> </ul>	<ul style="list-style-type: none"> <li>• Calm the situation and make sure everyone is safe.</li> <li>• Establish and reinforce school rules.</li> <li>• Inform Headteacher as soon as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Temporary seclusion.</li> <li>• Fixed-term exclusion.</li> <li>• Modified timetable.</li> <li>• Alternative provision (e.g. PRU).</li> <li>• Permanent exclusion.</li> <li>• Re-establish relationship.</li> </ul>

