



**HIGHER  
WALTON  
C. OF E. PRIMARY  
SCHOOL**

# **BEHAVIOUR POLICY**

# Higher Walton CE Primary School

## Behaviour Policy

This policy has been developed following Lancashire's Behaviour Policy Guidance for Schools 2018

### 1. STATEMENT OF PRINCIPLES

*“As I have loved you, so you must love one another. By this all men will know that you are my disciples”  
John 13 v 34-35*

Higher Walton CE Primary School Behaviour Policy is based on our school mission statement, vision and aims:

#### MISSION STATEMENT

Higher Walton CE Primary School aims to raise standards within a caring, supportive and stimulating environment based upon an inclusive Christian ethos.

#### VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos will promote self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, raise concerns and explore values and beliefs leading to responsible behaviour and citizenship.

Our behaviour policy is based upon our **school core Christian values of friendship and forgiveness, courage and creativity, respect and responsibility, trust and tenacity** along with wider Christian values of love, peace, reconciliation and justice.

#### AIMS

Our school will work with the Church, parents and carers, and other partners to provide an effective teaching and learning environment where all are

- Secure, valued and cared for
- Confident in voicing concerns, asking questions and exploring values and beliefs
- Listened to with respect, and supported appropriately
- Safe from accidental injury whilst on the school premises, and educated regarding safety in the wider community
- Safe from bullying and discrimination in a Christian school that respects and cares for others
- Encouraged to develop self discipline and accept responsibility for their own behaviour- both physical and verbal.

### 2. CONTEXT

This policy should be read in conjunction with other school policies which may impact on Behaviour, including Anti-Bullying, Equality, Safeguarding, PSHE<sup>1</sup>, Equal Opportunities, SEN<sup>2</sup> and Inclusion, Attendance and Health and Safety

### 3. CLASSROOM MANAGEMENT

Good classroom organisation and effective teaching methods are key to good behaviour and will be promoted through:

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<sup>1</sup> Personal, Social and Health Education

<sup>2</sup> Special Educational Needs

- The provision of a high quality curriculum through interesting and challenging activities that will engage and stimulate children, and develop their confidence, independence and resilience
- Inspiring, well-paced teaching that generates enthusiasm for and commitment to learning
- A classroom environment where children take responsibility for their learning, and support each other in developing confidence
- A welcoming and secure classroom environment that gives clear messages to the children about the extent to which they and their efforts are valued
- A learning environment that promotes and develops independence and individual initiative, whilst minimising disruption and uncertainty. This includes use of working walls and learning prompts, the arrangement of furniture and suitable access to resources.
- Displays which are current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

#### **4. RULES**

The school rules have been agreed upon by Headteacher, staff, pupil representatives and governors, and are:

<b>Ready</b>	Are we ready for learning? Have we got all our equipment?
<b>Respectful</b>	Are we listening to others? Are we respectful of other opinions?
<b>Safe</b>	Are we keeping ourselves and others safe?

#### **5. REWARDS**

Staff will model positive behaviour with the children and other adults. They will be consistently polite and calm in their interactions with everyone in school. The use of raised voices will be used as a very last resort.

Positive rewards used include:

- Praise and encouragement
- Sharing success (e.g. in plenary sessions, sharing good work in good work assemblies)
- Certificates for writing, mathematics, reading and French
- Responsibilities within class and school
- Inviting parents to good work assembly
- Weekly Values In Practice awards
- Golden book and certificates for outstanding behaviour
- Sharing good work with Mrs Headley and on the school Facebook page
- Photographs of children who have been awarded certificates being displayed in the school entrance
- Achievement trophy awarded half termly
- 'You've been spotted!' boards

We also have prefects in Y6 who help model good behaviour throughout school and buddies who support children in Foundation Stage. Their roles and responsibilities include assisting with lunchtimes, wet playtimes, clubs and school events.

#### **6. PRE-EMPTING SANCTIONS**

Staff can often identify children whose behaviour is in danger of becoming disruptive, eg through frustration, and will use diversion tactics to diffuse the situation for the child. Examples of such tactics include a change of focus within the lesson, sending the child on a message or to do a job within the classroom or with a teaching assistant. Providing some time away from the cause of frustration will often allow the child to come back more focused to complete the task set.

Staff will quietly follow a short 'script' (see Appendix 1) to allow the child to think about their actions.

## 7. SANCTIONS

The law allows teachers to discipline pupils whose behaviour falls below the standard reasonably expected of them. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher; this may be extended to adult volunteers leading a group on a school trip.

Any punishment must be:

- Legal (i.e. not breaching legislation in respect of disability, SEN or equality)
- Reasonable in the circumstances
- Proportionate considering the pupil's age, and any SEN or disability affecting them

Corporal punishment is illegal in any circumstance.

The following sanctions are used when appropriate:

- Planned ignoring of inappropriate behaviours / praise of children nearby who are displaying good behaviour
- Restore, redraw and repair - Discuss behaviour with the child/ren. Talk about what they could have done instead and what they can do to put it right. (The Restorative Five-appendix 2)
- Isolation within the class/ work area, or use of a "time out" chair to give children time to reflect on their behaviour
- Making up time that has been wasted
- Completion of work in own time - playtime or lunchtime
- Practising appropriate behaviour at playtimes e.g. sitting nicely in assembly, lining up properly
- Discussion with parents to develop consistent home/school strategies
- Removal of privileges e.g. responsibilities, choosing activities
- Losing playtime or minutes of playtime (to be implemented in 5 minute increments up to 15 minutes –
- Lost playtime may be taken outside by the wall, or in the library if work needs finishing or the adult giving the sanction considers it appropriate for the child to reflect on their actions.
- Removal to the supervision of another teacher, with work to complete. The classroom chosen will depend on the individual child, and what activity is being undertaken by the chosen class.
- Time out outside the classroom door in the resource area for up to a maximum of 5 minutes. (Teachers should ensure an adult in class has sight of the child at all times)
- Continued negative behaviour may lead to an internal exclusion - working out of class alone under the supervision of, but limited attention from, a Teaching Assistant, Deputy Head or Headteacher
- Incidences of negative behaviour are recorded in the class behaviour books and parents are informed. If the incident is more serious it will be recorded in Mrs Noblet's behaviour book and she will contact parents to discuss the incident in greater detail.

Writing lines/handwriting practice, copying passages from books, and learning tables should not be given as sanctions; this presents a negative message about Literacy and Numeracy.

More appropriate written activities include finishing work, they have missed, completing unfinished homework and activities that encourage reflection on their behaviour (for example writing a list of ways they could be kind on the playground, or completing a chart to analyse how their behaviour went wrong and where they could have acted differently).

Class teachers involve parents in both positive and negative changes in behaviour at an early stage. Likewise parents are encouraged to involve and inform teachers of behaviour changes and any possible causes if known.

## **Detentions**

When pupils have not completed work in lesson time, they will miss playtime or lunchtime to complete the work. Pupils are always given sufficient time for lunch.

In Key Stage 2, (and Key Stage 1 at the teacher's discretion) when a pupil has not returned homework by the due date without an explanation from parents, they will be given a warning on the first occasion. On subsequent occasions they will miss playtime or lunchtime to complete the task.

### **Exclusion:**

This may be for a **fixed** period or permanent. The power to exclude pupils, whether internal, fixed term or permanent, is restricted to the Headteacher or, in her absence, another member of the Leadership Team. The decision to exclude will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

When a child is given a fixed term exclusion, the class teacher will take reasonable steps to provide and mark suitable work; however this will not necessarily be the same work as is being undertaken by the class during the exclusion. Parents are fully informed of the reasons for the exclusion and circumstances leading up to it, and are given information about their rights to appeal.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

### **Sanctions – conduct outside school**

Parents are responsible for their children's behaviour before 9am and after 3.30pm. However, teachers have a statutory power to discipline pupils for misbehaving outside of school premises 'to such an extent as is reasonable.' The school may therefore apply sanctions in school for misbehaviour that has occurred off site:

- When a pupil is wearing school uniform
- Travelling to or from school
- Taking part in a school-organised or related activity
- Is otherwise identifiable as a pupil of the school
- When it could have repercussions for the orderly running of the school
- When it poses a threat to another pupil or member of the public
- When it adversely affects the reputation of the school

If school staff feel that an offence may have been committed, they may seek assistance from the Police and/or legal advisers. Any such decision will be taken after consultation with the Headteacher.

## **8. PREVENTING BULLYING**

The school has an anti-bullying policy that should be read in conjunction with this policy. The school works hard to prevent bullying occurring in the following ways:

- Proactively promoting good behaviour and good relationships through assemblies and good use of PSHE<sup>3</sup> lessons.
- Discussing issues as they arise either with a small group of pupils or more generally with the whole class using appropriate PSHE resources.
- Record issues between individual pupils in order to look for patterns in occurrence (Using ABC charts).
- Actively implement strategies to help individual children who may have been the victim of bullying.
- Implement strategies to help children who may have bullied others. These may take the form of Individual Behaviour Plans, 1:1 behaviour support time or small nurture group work.

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<sup>3</sup>Personal, Health, Social and Citizenship Education

### **Peer-on Peer Abuse (including sexualised abuse)**

The school has a zero –tolerance approach to all abuse including peer-on –peer abuse. They are aware that it can be manifested in many different ways. We refer to specific guidance in Keeping Children Safe In Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures 5.31 Peer Abuse (proceduresonline.com) (refer to Safeguarding and Child Protection Policy)

All staff are clear as to the school’s policy and procedures regarding peer-on –peer abuse and the role they play in preventing it and responding where they believe a child may be at risk of it.

Following a report of sexual violence, the DSL will make an immediate risk and needs assessment, considering

- the victim
- the alleged victim
- all other children (and appropriate adults)
- Risk assessments will be recorded and kept under review as a minimum termly.

## **9. CONFISCATION**

Staff may confiscate items from pupils which are a distraction to learning, or considered unsuitable for the school environment. Any confiscated item should be kept in a drawer or, if valuable, handed to the Headteacher or Administrative Officer for safe-keeping. It is the pupil’s responsibility to collect the item at the end of the day.

Where staff feel that the confiscated item should only be returned to a parent/carer, they will speak to the parent/carer and arrange to retain the item until it can be safely handed over. Any uncollected items will be disposed of over after a month.

In the unlikely event of an illegal item being confiscated, this will be handed over to the Police.

## **10. POWER TO USE REASONABLE FORCE**

The school has a separate “Care and Control of Pupils” policy, which sets out the conditions in which “reasonable force” may be used by staff to intervene in a physical manner, for example to prevent fighting. Force is rarely needed at this school, and is only ever used to control or restrain, never to punish.

## **11. ROLES AND RESPONSIBILITIES**

The governing body will:

- set general principles that inform the behaviour policy.
- consult the Headteacher, school staff, parents and pupils when developing these principles.
- be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.(see Appendix 3)
- appoint staff who meet health and legal employment requirements, including DBS<sup>4</sup> clearance
- appoint staff who are in accord with the Christian ethos, aims and purposes of the school, and are prepared to lead by example

The Headteacher and Deputy Headteacher (who is the Lead Behaviour Professional) will:

- develop the behaviour policy in the context of this framework.
- decide the standard of behaviour expected of pupils at the school and how that standard will be achieved

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<sup>4</sup> Disclosure and Barring Service

- decide the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour, and anti-bullying measures
- publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year
- support staff in furthering their behaviour management skills as they work as team members within the school Christian community, including identifying and/or providing training opportunities
- carry out effective induction for new staff, making them aware of school routines, rewards and sanctions, and familiarising them with school policy.
- review the behaviour policy annually

Teachers, teaching assistants and other paid staff will:

- apply appropriate rewards and sanctions to complement the Christian ethos and to encourage behaviour that reflects the example of Jesus, recognising that children are often dealing with more than one discipline standard.
- display school rules in the classroom and refer to them on a regular basis to consolidate expected behaviours in class.
- take responsibility for implementing the behaviour policy including appendices.
- consider and plan for potential behaviour issues as part of lesson preparation, especially for lessons which break the usual classroom routine
- discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction, according to the school policy
- keep the Headteacher and Deputy Headteacher aware of any behavioural issues where they have involved parents
- be encouraged to share concerns regarding behaviour with the Head teacher and Deputy Headteacher before discussion with other colleagues.

Parents:

- are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at school or by making other suitable arrangements.
- must ensure that their child attends punctually and regularly.
- must make sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.
- must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion.

## 12. SCHOOL SUPPORT SYSTEMS

Children who show consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions are given support in the following ways:

- ABC<sup>5</sup> charts may be used to log and detail incidents and used to look for possible patterns in behaviour.
- A diary to monitor their behaviour on a lesson by lesson basis including playtimes and lunchtimes. This may be linked to specific personal rewards that the child may work towards.
- Attending a social group to work on social and emotional behaviour.
- Have an Individual Behaviour Plan with specific targets.
- The involvement of appropriate outside agencies: CAMHS<sup>6</sup> and/or the schools educational psychologist may be involved where the child is deemed to have emotional issues that may be affecting their behaviour in school. The Inclusion Service may be involved to provide an appropriate behaviour specialist teacher or counsellor to work with individual children. Primary Pupil Referral Units (for this school based at Golden Hill Short Stay School) may be involved to work with children

<sup>5</sup> Approaches to Behaviour Change (looks at triggers, behaviours and consequences)

<sup>6</sup> Child Adolescent and Mental Health Services

providing at outreach service in schools. Children whose behaviour remains a considerable cause for concern may be deemed eligible for a short term placement at Golden Hill School. This happens in extreme cases.

- School will remain vigilant to possibilities that behaviour may be caused by issues regarding the child being harmed in any way and not having their needs met. In this case, the designated Senior Person for Safeguarding would be involved in accordance with the Safeguarding Policy.

### **13. CONSULTATION, MONITORING AND EVALUATION**

The member of school staff with responsibility for oversight of the Behaviour Policy is the Deputy Headteacher, Mrs Noblet. The Standards, Ethos and Welfare Committee of the Governing Body reviews the policy and its effectiveness annually.

### **14. COMPLAINTS PROCEDURE**

Any complaints relating to behaviour should be addressed in accordance with the school's complaints policy. In addition to this, the following should be adhered to:

- 1) All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- 2) Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- 3) When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- 4) Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- 5) Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- 6) If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- 7) Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- 8) As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff

This policy was reviewed and updated by Jackie Noblet in October 2021

It is managed by the Standards, Ethos and Welfare Committee and reviewed annually; last reviewed 10<sup>th</sup> November 2021



## Appendix 1

### Short script when children are displaying challenging or disruptive behaviour (following the Paul Dix model)

I noticed you are.....(having trouble getting started/struggling to focus//wandering around the classroom)

It was the instruction about (lining up/staying on task)that you are not following.

Do you remember when you (completed your work so well/listened really carefully)

That is what I want to see today.

Thank you for listening

You have chosen to.....(stay in at playtime/speak to me after the lesson)

### **Set of small steps to deal with negative behaviour**

	Steps	Actions
One	Reminder	A reminder of the three simple rules delivered privately wherever possible Repeat reminders if reasonable adjustments are necessary.
Two	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
Three	Last chance	Speak to the student privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour
Four	Time Out	If take up time is ignored time out might be short time outside the room.It is time for the child to calm down and compose themselves
Ffve	Repair	This might be a quick chat at breaktime or a more formal meeting

## Appendix 2 The Restorative Five

### Choose from the following list

**1. What happened?**

It is important to listen carefully without interrupting or disagreeing.

**2. What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes.

**3. What have you thought since?**

This will allow the pupil to have a change of attitude or even the possibility of an apology.

**4. How did this make you feel?**

The child might have been unaware of how other people reacted to their behaviour. We want to make sure that the child has the opportunity to consider others. Their classmates may have worried by their anger, visitors that were shocked or younger children who were scared.

**5. Who was affected?**

The child may start to see the bigger picture and in time that reflective routine might start popping into their head during the incident, perhaps even before they act.

**6. How have they been affected?**

Children need to be shown how behaviour affects others

**7. What should we do to put things right?**

An apology may be offered.

**8. How can we do things differently in the future?**

It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins.

## Appendix 3

### Reasonable Adjustments

The Equality Act 2010 requires that:

The responsible body of such a school must not discriminate against a pupil-

- In the way it provides education for the pupil
- In the way it affords the pupil access to a benefit ,facility or service
- By not providing an education for the pupil
- By not affording the pupil access to a benefit, facility or service
- By excluding the pupil from the school
- By subjecting the pupil to any other detriment

As such , we have a duty to consider reasonable adjustments for students with identified needs that may pose a barrier or difficulty when following the requirements of the school policy.

We are mindful of the SEND Code of Practice when deciding upon support, intervention and sanctions for those students identified as having a special educational need.

Where a pupil is identified as having an SEN, school will take action to remove barriers to learning and put effective special educational provision in place.