

POSITIVE BEHAVIOUR POLICY



*Our Best Preparation for Tomorrow
Is Doing Our Best Today*

Westbrook Old Hall PRIMARY SCHOOL

As a school we believe that if children feel part of a family, they will respect each other and treat each other fairly. We stress that we are a family of learners, who look after and care for one another. We have a phrase 'Just be Lovely!' If we all did this every day, the school would be a happier place to be and we would all learn with a smile.

SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

We believe that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

We believe that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

We believe that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat.

Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

Because our children matter, we will work to:

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding - taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

Because our children's achievement matters, we will work to:

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

Because our children's futures matter, we will work to:

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

BRITISH VALUES

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

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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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Why have a Positive Behaviour Programme?

When a large group of children and adults work together in one school it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there are recognised rules and guidance where they know what is acceptable and what is not. The staff and governors would like children to come to school ready to enjoy playing and learning, where their positive behaviour can be reinforced and rewarded. The majority of children do, but for those who behave inappropriately, additional systems are put in place to reject unacceptable behaviour. The partnership and involvement of pupils, staff and parents is important in resolving issues quickly and creating the positive environment desired by all.

How?

- ✪ By creating a sensible and consistent behaviour policy, which will provide security for children and increase their opportunities for development and learning.
- ✪ By creating a positive learning climate in which good behaviour is considered the norm.
- ✪ By creating an environment in which children can feel safe, secure and happy.
- ✪ By staff providing a good role model.
- ✪ Children should be fully aware of the school, classroom and playground rules and the reasons for them.
- ✪ Children may need to be helped to acquire the knowledge and skills to behave in an appropriate and acceptable manner and will be supported to do so under the Personal, Health, Social, Citizenship and Emotional programme (PSHE) which includes framework guidance from the Social and Emotional Aspects of Learning (SEAL)
- ✪ Children will be encouraged to work co-operatively with each other and with staff, and have high expectations of themselves and others.
- ✪ Staff will use their knowledge of each child to help them to comply with agreed rules and every opportunity will be taken to praise and reward good behaviour and 'catch the child being good'.
- ✪ Parents have an important role to play in being actively involved in helping the school achieve positive attitudes, positive behaviour and good discipline.

- ✪ There will be an expectation that pupils, staff and parents will treat each other respectfully and in a fair, just and pleasant manner in the spirit of equality.
- ✪ Children have the opportunity to discuss school rules in CIRCLE TIME and to make further suggestions for rules in the interests of developing a positive and happy ethos in the school.

4. Definitions

Misbehaviour is defined as:

- Breaches of the school rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious Misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Biting
- Stealing
- Swearing
- Physical violence - kicking, punching, slapping
- 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)
- Making of malicious allegations

5. Bullying

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally." (DfE "Preventing and Tackling Bullying", July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Children are asked to consider 'Is it just rude? Is it just mean? Is it happening all the time? Is it really bullying?'

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and Responsibilities

6.1 The Governing Board

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

6.2 The Headteacher

It is the responsibility of the headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour on the CPOMs on-line recording system.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The school will only use fixed-term and permanent exclusions as a last resort and will always endeavour to work with parents and carers to address the underlying causes of disruptive behaviour before issuing an exclusion. The headteacher must ensure that all reasonable adjustments have been made to support children with special educational needs, disabilities and mental health conditions with their behaviour before issuing an exclusion. This also applies to looked after children.

At all times the headteacher must balance the interests of the individual child against the health and well-being of the whole school community when considering an exclusion.

6.3 Staff

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 time. This means encouraging mutual respect, developing independence and providing appropriate activities for all children.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. The class teacher needs to record incidents of behaviour on CPOMs if there is a need to put together evidence for liaising with external agencies or for fixed-term or permanent exclusion.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist.

The class teacher reports to parents each term about the behaviour of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. All staff will report such interactions on CPOMs on-line recording system.

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

6.4 Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules through the website, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

Parents are encouraged to contact the school if they have any concerns relating to their own child's behaviour or that of other children.

Parents are expected to approach staff with any concerns and not to approach children under any circumstances.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, the parent should make a formal complaint in line with the Complaints Policy.

7. Involving the Children

Pupil involvement and consultation is a high priority when it comes to agreeing rules, establishing positive behaviour and developing rewards. Children's prioritising, agreeing and understanding of the rules ensures that children are fully on-board and can reason why rules are necessary. From a very early age children need to see that things are 'fair'. All the children at Westbrook Old Hall Primary School were able to suggest, adapt and select new rules for the class, around school and in the playground. They were also involved in discussions and explanations of various types of rewards.

8. Our Rules

School Rules:

Do be gentle

Don't hurt others

Do play safely & well

Don't spoil others' games Do be honest

Don't cover up the truth

Do listen to people

Don't interrupt Do use kind words

Don't hurt others' feelings

Do show you are keen to learn
time

Don't waste your own or others' work

In addition to the school rules, each class discusses the need for additional classroom rules and these are drawn up to complement the school rules. Children enjoy taking responsibility for adding to their classroom rules and always come up with the right combination that creates the right balance within the classroom.

Playground Rules:

Additional rules are required in the playground to promote safe and happy play.

Do be gentle

Don't hurt others

Do play safely & well

Don't spoil others' games

Do be honest

Don't cover up the truth

Do listen to people

Don't interrupt

Do use kind words
our playground

Don't hurt others' feelings Do care for

Don't damage or spoil anything

The playground has been developed to offer an enhanced range of play opportunities which include quiet areas, seating areas, playground markings, free/imaginative play areas with additional play equipment that is available for all the children to use at lunch-times.

Working around the playground there is a group of Year 5 'Play Leaders' and 'Play Buddies' who mediate fair play and get involved in play activities with children who seek them out. They are always on the lookout for opportunities to support the play of younger children.

8.1 Pupil Charter

The children agree to these rules annually by signing a 'Pupil Charter', which is displayed in their classroom. This commitment to adhere to the rules represents a point of reference when explaining the rules when problems arise.

8.2 Rules are Important because they:

- ✧ Let everybody know how they are expected to behave.
- ✧ Promote the safety of children and adults.
- ✧ Promote the right of every child to learn and of every teacher to teach.
- ✧ Support children in knowing how to behave.
- ✧ Promote feelings of security about how others will behave.
- ✧ Reduce anxiety about how to behave and enable everybody to get on with the task in hand.
- ✧ Encourage everybody to be kind, friendly and generous.
- ✧ Encourage respect of everyone's property

9. Rewards and Sanctions:

9.1 Developing a Positive and Friendly Ethos with Rewards

At Westbrook Old Hall Primary School, a positive approach is taken to promote our high expectations in attitude, behaviour and discipline. The emphasis is placed on the reinforcement of appropriate behaviour through frequent use of praise and rewards. Praise for good behaviour can often bring the desired effect rather than a sanction for poor behaviour. **All members of staff** consistently apply the rewards system throughout the school.

Catch them being good!	Reward desired behaviour so that everybody has an opportunity to be rewarded and those who don't display the appropriate behaviour, have an incentive to be rewarded
Reward frequently	Effort and not just achievement Positive behaviour and attitudes
Attainable by all	Age appropriate Differentiated Appropriate for special educational Needs
Genuine	Earned by the individual for effort and achievement Given with mutual respect and positive regard
Varied	Smile, thumbs up or positive gesture Verbal praise which specifically addresses what is 'good', 'great', or 'excellent' etc. so that children know the reason for praise in front of peers and staff Stickers, stamps, certificates, red ties Public recognition in various assemblies

9.2 Golden Time

Every Friday each class has a period of Golden Time (30 minutes) during which they are able to make a choice from a number of activities, agreed by the children at the beginning of the week.

Golden Time is a powerful incentive that is designed to give teachers the facility of rewarding their class for good behaviour, special achievements and anything else that deserves positive acknowledgement. Through the 'Step Process' deductions of 5 minute intervals of Golden Time may occur. Every child, through adherence to the school, class and playtime rules can earn back 5 minute slots. It is extremely important that children who have lost Golden Time sit out from Golden Time at the beginning and join in with it when their time penalty has lapsed. This provides the opportunity for pupils to reflect on their behaviour, make a positive change and begin the next week with a full allocation of Golden Time the following week. Golden Time

is a strong incentive for children to make the correct choices and behave well. All staff working at the school are able to issue the return of 5 minute slots of Golden Time. This empowers every member of staff and raises their profile from the children's perspective.

9.3 Golden Table

Every lunchtime, a group of children are selected to eat their lunch at a Golden Table. Those who eat a school dinner or a packed lunch are selected, through discussion and negotiation between the Catering Staff and the Mid-Day Assistants (MDAs), and are collected from their classes at 11.50 am. They are the first to be seated and eat at a specially prepared table with tablecloths, special plates and napkins etc... A record of these children is kept to enable staff to track the children who attain this reward. This reward has the effect of improving behaviour across lunchtimes, both in the halls and on the playgrounds.

9.4 Celebration Assembly

Every Friday children meet as a whole school where their hard work and good behaviour is celebrated. During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

9.5 Established Rewards

Golden Apple Badges - given out every Friday during the Celebration Assembly	For selfless and caring behaviour and making our school a family place to be. Children nominate their peers and the class votes on the winner through a thumbs up.
Westie Celebration Certificate - given out every Friday during the Celebration Assembly	Effort and Achievement 10 Westies needed for Early Years and Year 1 15 Westies needed for Year 2 20 Westies needed for Year 3 and Year 4 30 Westies needed for Year 5
Red Tie - given out every Friday during the Celebration Assembly	3 emojis needed for Year 6 -if all Year 6 reach year group target, they are granted an Emoji Day
Reading Award Badges - given out in class	Key Stage 1 Reading - achievement
Arts Award - - given out every Friday during the Celebration Assembly	Outstanding Art Work produced
Music Badges -given out in assemblies/class	Good singing throughout the school

Music Certificates - given out in Celebration Assembly when achieved	For children learning a musical instrument
Attendance Prize - given out in Celebration Assembly when achieved	Half term £10 raffle for best attended class in each phase and end of year trophy and prize for overall class winners
Sports Certificates - given out in Celebration Assembly when achieved	For children participating and winning events
Play Buddy Certificate - given out every Friday during the Celebration Assembly	For the Play Buddy who has helped and supported the children the most that week
Recognition Assembly Certificates -given out in the End of Year Assembly	For end of year recognition under the following headings: <ul style="list-style-type: none"> • Effort • Attitude • Progress • Homework • Arts • Languages • Attendance • Sports Personality of the Year

9.6 When a Problems Arises in Class:

A step-based process clarifies expectations and helps to reinforce positive behaviour.

Step 1	Use 'the look' or gesture for misbehaviour to cease
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This is almost always sufficient to help the child to get back on track with positive behaviour but if not or if the misbehaviour is recurring or serious, then the following steps may need to be taken or indeed, the behaviour may warrant step 5 from the start.

Step 2	Issue a verbal reprimand and a warning of what will happen if inappropriate behaviour continues. For some children with attention seeking behaviour it may be appropriate to do this discreetly.
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Step 3	A period of withdrawal from where a child is working to a designated space in the classroom joined with a loss of a 5 minute interval of 'Golden Time'.
Step 4	Withdrawal to another supervised situation beyond the child's usual classroom, joined with a further loss of another 5 minute interval of 'Golden Time'
Step 5	Intervention from a member of the Senior Leadership Team or Headteacher joined with a loss of all 'Golden Time' for that week.

Most incidences of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the misbehaviour.

9.7 When a Problem Arises around School:

The step-based process above is reflected here in a similar way.

Step 1	Use 'the look' or gesture for misbehaviour to cease.
Step 2	Issue a verbal reprimand and a warning of what will happen if inappropriate behaviour continues. For some children with attention seeking behaviour it may be appropriate to do this discreetly.
Step 3	A period of withdrawal from where a child is working to a designated space in the classroom joined with a loss of a 5 minute interval of 'Golden Time'.
Step 4	Withdrawal to another supervised situation beyond the child's usual classroom, joined with a further loss of another 5 minute interval of 'Golden Time'.

Step 5	Intervention from a member of the Senior Leadership Team or Headteacher joined with a loss of all 'Golden Time' for that week.
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9.8 When a Problem Arises at Lunchtime Play:

Step 1	Use 'the look' or gesture for misbehaviour to cease.
Step 2	The child stands close to a Mid-Day Assistant (MDA).
Step 3	Send the child to the 'Designated MDA' who will make note of the inappropriate behaviour. This will be communicated to the class teacher and will result in the loss of a 5 minute interval of 'Golden Time.'
Step 4	Intervention from a member of the Senior Leadership Team or the Headteacher joined with a loss of all 'Golden Time' for that week.

All staff are able to issue 'Well Done'/Westie stickers to reward children's behaviour. This is especially important to Mid-Day Assistants. It empowers the MDA and children can see that adherence to the Playground Rules can enable children to win back lost Golden Time or extra rewards from the Class Teacher. Communication between all staff, particularly MDAs and Teaching Staff is facilitated through these stickers.

Some vulnerable children benefit from a 'Support Mentor' who can help to counsel them through difficult situations.

9.9 Serious or Recurring Misbehaviour

Parents will be invited to school and a programme of action/support offered which may include:

- ✳ Telephone, letter or face-to-face dialogue regarding the child's inappropriate behaviours and needs.
- ✳ A system of appropriate rewards and sanctions involving child, teacher and parents.
- ✳ Additional 'Circle Time' sessions may be held to support the child to behave appropriately and within the school rules.
- ✳ The setting up of an Individual Behaviour Plan
- ✳ The involvement of the child in discussing and implementing the above.
- ✳ A letter of apology from the child exhibiting the inappropriate behaviour.
- ✳ A request for help from the Behaviour Support Team.
- ✳ For children with SEND, the involvement of the Educational Psychologist, Educational Welfare Officer or other agencies may be appropriate.
- ✳ Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors.

Sanctions for serious misbehaviours include: official warnings, missing play/lunchtimes, removal of privileges (including online access when encountering cyberbullying concerns, sports or other out of school activity), removal from class/group and fixed-term or permanent exclusions.

Sexual Violence and Harassment between children and Peer on Peer Abuse will be dealt with in line with the school's safeguarding procedures.

It may be appropriate for children involved in incidents to discuss possible reparations. **Reparative Justice** can be applied to all sorts of conflicts within schools. The three 'Rs' model of 'Responsibility, Reparation and Resolution' facilitates consultation, mediation and involvement in a suitable reparative activity, which highlights the damage and distress a 'victim' may be exposed to. The children involved in the conflict should be free to interact without further threat of conflict. Further guidance on this can be found in the school's **Anti-Bullying Policy**.

9.10. Off-site Behaviour

Teachers have the power to discipline children for misbehaving outside of the school premises "to such an extent as is reasonable." Teachers may discipline children for:

- misbehaviour when the child is:
 - taking part in any school-organised or school-related activity
- or misbehaviour, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to themselves, another child or member of the public

Parents will be informed immediately of their child's misbehaviour outside school. In all cases of misbehaviour, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member.

9.11 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.

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

Parents will be informed immediately about their child's behaviour and informed of the future consequences if the behaviour is repeated.

10. Behaviour Management

10.1 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 signed Pupil Charter and 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

Children should be encouraged to finish activities assigned. It is assumed children will be able to complete assigned tasks in allotted time. Should a child persistently fail to accomplish attainable tasks as a result of poor learning behaviours, teachers should use their professional discretion regarding when that child should complete the work - pre-9:00am, break time or lunchtime. However, it should be noted that pupils finishing work in class remain the responsibility of the class teacher/other adult.

10.2 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 on CPOMS and reported to parents

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*

The actions that we take are in line with government guidelines on the restraint of children and the appropriate restraint form is completed. See guidelines and policy for Positive Handling of Pupils.

10.3 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 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](#).

10.4 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, 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.

11. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Our staff are provided with training on managing behaviour, including proper use of restraint.

Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

This behaviour policy will be reviewed by the headteacher and governors every year. At each review, the policy will be approved by the headteacher.

14. Links with other Policies

This behaviour policy is linked to the following policies:

- Anti-Bullying Policy
- Exclusions Policy
- Safeguarding Policy

15. Behavioural Management During the Coronavirus (COVID-19) Pandemic

Statement of intent

The school aims to act in accordance with the Positive Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations while the school observes social distancing and infection control guidelines. This appendix sets out what additional actions the school will take when phased reopening begins.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1 The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2 Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3 The school informs parents of any changes to provision outlined in this policy.
- 1.4 The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5 Staff are informed of discipline and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6 Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7 The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.

- 1.8 The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Arrival and departure

- 2.1 The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- 2.2 Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 2.3 The school expects pupils to move immediately to their classrooms after washing their hands upon arrival.
- 2.4 Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

3. Hygiene and infection control

- 3.1 The school ensures a risk assessment is conducted prior to reopening to more pupils in order to enforce adequate and practical measures to safeguard the health and safety of both staff and pupils.
- 3.2 The school understands that younger children cannot be expected to remain two metres apart from others at all times and takes this into account with regards to discipline and giving rewards.
- 3.3 Younger children should stick to their class groups and avoid mixing as much as possible - staff reinforce this behaviour through teaching, rewards and supervision.
- 3.4 Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - 3.4.1 Upon arrival at and departure from the school.
 - 3.4.2 Before and after consuming food.
 - 3.4.3 After using the toilet.
 - 3.4.4 After coughing or sneezing.
- 3.5 Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 3.6 Pupils are expected to dispose of tissues using the litter bins provided.

- 3.7 Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 3.8 Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 3.9 The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 3.10 Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 3.11 Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard - positive behaviour is reinforced using praise and rewards.
- 3.12 Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practise good infection control behaviours to the best of their ability, through teaching, praise and supervision.

4. Social distancing

General

- 4.1 Pupils adhere to the social distancing measures put in place by the school.
- 4.2 Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 4.3 Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned groups.
- 4.4 Where is it not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.

- 4.5 Pupils are placed into classes of no more than 15 pupils and they are not permitted to mix with other pupils outside this class, unless instructed to do so by their class teacher'
- 4.6 Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 4.7 Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard - positive behaviour is reinforced using praise and rewards.
- 4.8 Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

During sports and exercise activities

- 4.9 The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 4.10 Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
- 4.11 The school does not permit close-contact sports, play or activities at this time.
- 4.12 Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 4.13 Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined - correct behaviour is reinforced by a member of staff.

5 Moving around the school

- 5.1 The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- 5.2 The school prohibits pupils from lingering in walkways, and other communal areas without good cause.
- 5.3 Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups.

- 5.4 Pupils may leave the classroom to use the toilets or other sanitary facilities **one** at a time, with permission from a member of staff.
- 5.5 Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6 Ill health and infection

- 6.1 The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2 Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated - this behaviour is addressed in line with this policy and the **Anti-Bullying Policy**.
- 6.3 The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4 Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7 The school premises

- 7.1 Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2 Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy - pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

8 Break time and lunchtime arrangements

- 8.1 The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.
- 8.2 Pupils are expected take their breaks and lunchtimes at phased times, within their permitted class groups and only in designated areas.

- 8.3 Pupils are not permitted to gather in groups larger than 15 at a time and must not mix between groups, unless authorised by the member of staff responsible for a given group.

9 School uniform

- 9.1 The school expects all pupils to wear uniform while in school, in line with the **School Uniform Policy**.
- 9.2 Parents should ensure that their children attend school in clean uniform each day - parents are advised to avoid sending their child to school in clothing that cannot be machine washed in line with government guidance.
- 9.3 Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.
- 9.4 Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
- **They are plain in colour**
 - **They are practical for school**
 - **They do not display words, logos or graphics that are considered offensive**

10 Managing the behaviour of remote learners

- 10.1 Pupils who are learning remotely off-site are expected to adhere to this policy where applicable.
- 10.2 The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
- Complete the work that has been set to the best of their ability.
 - Keep all communication polite and appropriate.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.

- 10.3 The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in this policy may be in place.
- 10.4 Where discipline must be deferred until the pupil returns to school, the **headteacher** informs the pupil's parent via **letter** and the pupil will be disciplined when it is safe to do so.

11 Exclusions

- 11.1 All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 11.2 Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 11.3 The headteacher retains the power to exclude pupils on disciplinary grounds - all exclusions and their arrangements are carried out in line with the **Exclusions Policy**, where practicable.
- 11.4 Where an excluded pupil is considered vulnerable or is the child of a key worker who cannot be safely cared for at home, the **headteacher** liaises with the LA and the pupil's parents as soon as possible to discuss what reasonable adjustments can be put in place, taking into consideration the pupil's safety and the safety of others.
- 11.5 The **headteacher** liaises with the LA/MAT and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- 11.6 The timeframes set out in the **Exclusions Policy** remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 11.7 Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed - where necessary, the **governing board** decides whether any meetings should be delayed.
- 11.8 The **governing board** takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

12 Rewards and discipline

- 12.1 Rewards and discipline are given in line with this policy, where practicable - discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
- 12.2 Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3 The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4 Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

13 Close contact behavioural management

- 13.1 Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.