



Weston Village Primary School

Behaviour Policy

Version 1.1

Staff/ Committee involved in development:	Thomas Cutts
For use by:	All staff
Policy relates to statutory guidance:	SEN Code of Practice 2015; DFE guidance on Behavior and discipline, Searching, screening confiscation at schools, Use of reasonable force in schools, Supporting pupils with medical conditions; Education Act 2002; Education and Inspections Act 2006
Key related policies:	Exclusions; Safeguarding; Anti-Bullying
To be reviewed in the light of operating experience and/or changes in legislation	

Presented to the Leadership and Management Committee on 12th February 2020 and subsequently approved and adopted on the same date

Tim Lloyd, Chair of Leadership and Management Committee

Signature: 

Date: 12 FEB 2020



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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes and outside of school at events, on trips and travelling to and from school on the bus
- Deliberate non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the pupil code of conduct
- Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Any physical attack against another child or member of staff

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

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

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

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

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on our Child Protection Online Monitoring and Safeguarding system (CPOMS) (see appendix 2 for CPOMS behaviour log)

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

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

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or travelling to and from school on the Wychwood Park and Village buses

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojos
- Gold cards (for exceptional examples of prolonged positive behaviour)
- Letters or phone calls home to parents
- Special responsibilities/privileges

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

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff

Sometimes this is also used in instances of repeated misbehaviour according to the following procedure:

1. The pupil will be sent to the Key Stage Leader's room to complete work.
2. If a pupil is sent out again, it will be to the headteacher.

In each case, parents are informed and invited into school to discuss their child's behaviour.

- Notes in pupil diaries or phone calls home to parents

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on the bus on the way to or from school.

7.3 Malicious allegations

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

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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

8.1 Good To Be Green

The school uses a 'Good to be Green' approach to reinforcing positive behaviour. Every classroom has a Good to be Green board on which every child has a green card. Pupils who maintain a green card all week in KS2 access Golden playtime on Friday afternoons. If children misbehave or fail to adhere to the code of conduct, the following procedure is applied:

1. Non-verbal reminder
2. The specific misbehaviour is verbally addressed and the consequences of repeating the behaviour are stated
3. The child's green card is turned around
4. A yellow card is issued
 - EYFS/KS1 – The child must spend the next playtime with the teacher on playground duty, orally reflecting
 - KS2 – The child must attend reflection on Friday instead of Golden Playtime and orally reflect
5. A red card is issued – Parents are always informed the same day.
 - EYFS/KS1 – The child is taken to the Key Stage Leader at the earliest opportunity and within 24 hours of the card being issued, to orally reflect
 - KS2 – The child must attend reflection on Friday instead of Golden Playtime and complete a written reflection, which is taken home to be signed by a parent and returned (see appendix 3 for reflection sheet)

Pupils who receive a yellow or red card are logged on CPOMS and a hard copy of those children who have been in reflection is maintained in a folder for ease of reference during reflection sessions (see appendix 4 for reflection logs).

All children start every day on 'green'. All cards that are turned over in the morning are reverted at the start of the afternoon.

Some incidents of misbehaviour may lead directly to a yellow or red card depending on severity and frequency. This would include fighting, swearing and rough play at playtime. This escalation of sanctions is taken following consultation with SLT.

8.2 Alternative to Good To Be Green

Some children have additional needs related to their behaviour and these needs and strategies are recorded on their School Focused Plans or provision grids. A small group of pupils may be given 3 or more yellow or red cards in a term. In such cases, parents are invited into school to discuss behaviour and an alternative approach is often agreed. Usually this is a weekly behaviour diary in which all behaviour, positive and negative, is recorded and shared with parents on a daily basis. This provides more opportunities to reinforce positive behaviour.

8.2 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
- Develop a positive relationship with pupils, which will 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

8.3 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

8.4 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.

9. 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.

10. Training

Behaviour management forms part of continuing professional development.

11. Monitoring arrangements

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full governing board every year.

Appendix 2: CPOMS Behaviour Log

Student

Incident

Categories

- Attendance
- Attendance
- Behaviour Related Log
- Bullying/ Friendship Related Issues
- Cause for Concern
- Child Contact
- Child Protection
- Communication
- Contact with External Agency
- Home Issues/ Parenting Issues
- Medical Issues
- Parental Contact
- Safeguarding
- SEND
- Team Teach Incident
- Verbal & Aggressive Incidents

Behaviour Related Log Subcategories

- Negative Behaviour
- Positive Behaviour
- Red Card
- Yellow Card

Linked student(s)

Type a student's name to link them to this incident

Body map

Date/Time

Status

Assign to

Files

Alert Staff Members

SLT GSC

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident

1 staff will be alerted.

Name	Show Documents	View Actions	Require action	Delete
Thomas Curtis	<input type="checkbox"/> configured alert	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Agency Involved

Link to planner

Appendix 3: Reflection sheet



Weston Village Primary School

Reflection Record Sheet

Name _____

Date _____

Why am I in reflection?

What could I have done to help myself keep the rules?

How have I made other people feel?

Appendix 4: Reflection logs



Weston Village Primary School

Yellow Reflection

Name	Class	Date									



		Date									
Name	Class										

