

# WISBOROUGH GREEN PRIMARY SCHOOL



## POSITIVE BEHAVIOUR POLICY

Approved by the Governing Body March 2021  
**Next review due by March 2022**

## Introduction

Wisborough Green Primary provides a safe environment in which all children are supported to achieve their potential, both academic and social, and are provided with support to overcome any barriers to learning they may face. This policy aims to provide a consistent approach to establishing a safe, orderly, positive classroom environment in which adults can teach and children can learn. All members of the school community have the right to expect clear behaviour guidelines which are clear and consistently implemented. Our policy is based on using The Restorative Approach method which is inspired by the philosophy and practices of restorative justice. This puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

### 1. Aims

- That all members of the school community feel valued and respected.
- That every member will be treated fairly and well.
- That children will be in a happy, safe, and secure environment
- That all members of the school community work together in an effective and considerate way.
- Adults will act as a role model for children.
- Behaviour is seen as a communication and that we will seek to understand and help children to communicate this effectively.

### 2. Our Philosophy

Our philosophy for behaviour is based on our seven values. Through these we seek to motivate children to cultivate self-discipline and encourage positive behaviour. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong.

- **Respect** is at the heart of the school's ethos. Respect for each other, parents and staff is essential. It is also important that everyone learns to respect their environment.
- **Perseverance** is also key to ensure that pupils are prepared to face the challenges and responsibilities of adult life and to this end they should be encouraged to develop self-discipline and to take responsibility for their actions.
- **Positivity**, self-belief and belief in others helps us all grow as learners.
- **Unity** means that we are united as a class, as a school and as a community. We work together in diverse groups to help us all achieve and be better citizens inside and outside school.
- **Creativity** is essential and as a school and as individuals we are creatively exploring to learn more! At school we will learn to question our learning and think about how we solve problems.
- **Empathy** means that everyone will not only work well with others but will hear and discuss different viewpoints.
- **Honesty** is taught and demonstrated. It is vital that everyone in school is as honest as possible to work together.

### **3. 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](#)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain.

'Reasonable in the circumstances' means using no more force than is needed.

- [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
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online.

This Behaviour Policy should be read in conjunction with the following policies:

- Anti -Bullying
- Teaching and Learning
- SEND and Inclusion
- Safeguarding

### **4. Roles and Responsibilities:**

#### **The Governors**

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 3).

The Governing Body 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.

#### **The Head teacher and the Senior Leadership Team.**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 3). 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.

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

## **Staff**

Staff are responsible for:

- Modelling the positive behaviour, values and attitudes they expect to see from the children.
- Have high expectations of behaviour at all times and follow the principles of behaviour management (as noted in policy) in all their dealings with children.
- Implementing the school policy consistently across the school.
- To record any behaviour incidents on CPOMS.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- To help the children to develop empathy and respect for others.

## **Parents**

Parents are asked to sign a Home/School Agreement. The school at all times seeks to work collaboratively with parents, so that children receive consistent messages about behaviour at home and at school.

If the school has to use reasonable sanctions on a child, parents should support the school. If parents have any concerns about the way their child has been treated, they should follow the West Sussex Complaints procedure by initially contacting the Class teacher. If the concern remains, they should contact the Head teacher and finally the school governors.

### **5. Induction of new children**

Reception Children will be given an older 'buddy' who will model and encourage appropriate behavior in school. All other children starting in the school will be given a 'buddy' from within their class, to support them in their first weeks in school.

### **6. Rewards and Sanctions**

Positive behaviour will be rewarded with:

Verbal praise.

Reward stickers.

Positive feedback (verbal or written) in work.

Head teacher stickers or prizes.

Team points and class dojos (only 1 Team Point is rewarded at a time).

Individual classes will have their own collective reward systems.

Recognition in assembly, in the weekly newsletter, on Twitter or a school event.

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

- A verbal reprimand or warning
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Missing a playtime or part of a play time.
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Periods of exclusion from class
- Fixed or permanent exclusion

Please see Appendix 1 for when these sanctions are used.

Staff at Wisborough Green School have the right to regulate children's behaviour and to impose sanctions when children fail to follow class and school rules. The school seeks to work in partnership with parents/carers at all times and expects them to support the school in creating a calm, ordered environment where teachers can teach and pupils can learn. All parents/carers sign the Home/School Agreement when their child starts and in doing so agree to support the school in the implementation of this Behaviour Policy aims.

## **7. Fixed-term and permanent exclusions**

Where the behaviour of a child consistently puts the safety and education opportunities of themselves or others at risk and where every effort has been made to work with the child and their carer or parents to improve the behaviour, the Head teacher may implement a fixed term or permanent exclusion. West Sussex County Council guidelines will be followed at all times. If a child is excluded for a period less than 5 days the school will provide work. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision.

Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

## **8. Anti-Bullying**

Wisborough Green School is determined that all pupils should feel safe at school and enjoy their education. A key feature of this is the strong stance taken against all forms of bullying as demonstrated by the school's anti-bullying policy.

**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.

## **9. Confiscation and disposal**

Staff at Wisborough Green School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police. Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs e.g. chewing gum) will be disposed of. High value items (£20+) e.g. mobile telephones, which are confiscated, will be held securely until a parent/carer collects them.

## **10. Behaviour out of School**

Pupils are expected to uphold the reputation of the school whenever they are out of school, whether they are taking part in an official school trip/outing or wearing their uniform to and from school. Pupils may be subject to sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.

### 11. 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 and reported to parents.
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### 12. 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.

### 13. 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 Coordinator 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.

### Appendix 1. Responses to Challenging Behaviour

<p><b>Minor</b> one-off incidents, e.g</p> <ul style="list-style-type: none"><li>• Non-compliance to a reasonable and understood request</li><li>• Inconsiderate behaviour towards others</li><li>• Minor disruption</li><li>• Distracting others</li><li>• Inappropriate not swearing language</li><li>• Minor verbal aggression</li><li>• Inappropriate physical interaction e.g</li></ul>	<p>Responses must include one or more of the following, which will feed the needs of individual children:</p> <ul style="list-style-type: none"><li>• Praise the appropriate behaviour of others as an e.g. proximity praise</li><li>• Ignore some inappropriate behaviour and 'Catch them being good'</li><li>• Verbal/visual reinforcement of expected behaviour (if second verbal warning reminder about next level of response)</li></ul>
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<p>poking, touching</p>	<ul style="list-style-type: none"> <li>• Diffusion-diversion to an appropriate task</li> <li>• Move within a group</li> <li>• Move to another area of a room (isolated if possible)</li> <li>• Withhold reward</li> <li>• Verbal discussion - expression of disapproval with reasons, use the language of 'choice'</li> </ul>
<p><b>Repeated</b> incidents or other incidents, e.g.</p> <ul style="list-style-type: none"> <li>• Repeated/continued refusal to comply to a reasonable request or routine</li> <li>• Disruption to the lesson/work of others</li> <li>• Verbal aggression (i.e. offensive language shouting or screaming)</li> <li>• Physical aggression</li> <li>• Threatening behaviour/intimidation</li> <li>• Inappropriate physical approaches i.e. touching, poking etc.</li> <li>• Minor damage to property</li> <li>• Hiding (absconding)</li> </ul>	<p>Responses may be as above, but may also include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Allow an individual time /space to calm down</li> <li>• Loss of privilege</li> <li>• Forfeit playtime or favourite activity</li> <li>• Inform parents verbally face-to-face or by phone that day</li> <li>• Behaviour logged and monitored on CPOMS</li> <li>• Reparation activities</li> </ul>
<p><b>Major</b> Incidents:</p> <ul style="list-style-type: none"> <li>• Deliberate, unprovoked physical aggression</li> <li>• Threatening behaviour/intimidation</li> <li>• Damage to property</li> <li>• Hiding (absconding)</li> </ul>	<ul style="list-style-type: none"> <li>• Sent to another member of staff</li> <li>• Loss of break/lunch time</li> <li>• Inform and involve Headteacher or SLT</li> <li>• Reparation activities</li> <li>• Class teacher or SLT must call home to inform parents</li> <li>• Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan' which may be part of an ILP which should include positive responses and strategies.</li> </ul>
<p><b>Serious</b>/potentially serious behaviour incidents, i.e.</p> <ul style="list-style-type: none"> <li>• Persistent threatening or intimidating behaviour</li> <li>• Bullying</li> <li>• Physical assault on peers</li> <li>• Physical assault on staff</li> <li>• Serious damage to property</li> <li>• Self-injury</li> </ul>	<p>Responses may include those above but may also include:</p> <ul style="list-style-type: none"> <li>• Non-confrontational approach allowing individual space and time to calm down</li> <li>• Physical intervention-following LA guidelines</li> <li>• Use of time out monitored</li> <li>• Parents contacted by a member of SLT</li> <li>• Short term internal exclusion/cooling off period to be considered Head or Deputy</li> <li>• Fixed term exclusion to be considered by Head</li> <li>• Permanent exclusion to be</li> </ul>

	<p>considered by Head as last resort in case of very serious incidents or persistent incidents</p> <ul style="list-style-type: none"> <li>• Parents/Agencies to attend school to formulate and agree a Behaviour Management Plan</li> </ul>
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## **Appendix 2: Restorative Meeting aide memoire**

### **All staff use the following steps to help investigate an incident.**

Step 1: What has happened? What is the matter? Each child to explain their view independently taking turns to talk.

Step 2: What were you thinking? What were you feeling? Ask each child in turn.

Step 3: Who else has been affected? Might need some prompting.

Step 4: What can you do to put things right? Children to be encouraged to use words to describe what they can do other than just say sorry. If sorry is appropriate ask the child to give a reason for their apology too (I'm sorry for...)

Step 5: What can you do to stop this from happening again?

Step 6: Ask all parties, 'Are you happy with how this situation has been dealt with?'

Step 7: Consider whether the incident needs to be logged onto School Information Management System. Parents will be informed if the incident involves physical behavior, or verbal aggression.

Step 8: Continue to monitor children involved and 'catch them being good' in order to praise them.

## **Appendix 3: 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
- Pupils are helped to take responsibility for their actions
- Families are involved in resolving behaviour incidents to foster good relationships between the school and pupils' home life and are engaged in promoting good behaviour in line with the behaviour policy
- 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 Body every year.

#### **Appendix 4: COVID addendum.**

This addendum applies until further notice.

It sets out changes and exceptions to our normal Behaviour Policy. Pupils, parents and staff should continue to follow our normal policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should contact Miss Greenway if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

These new procedures include:

- Altered routines for arriving or leaving the school
- Additional hygiene, such as handwashing and sanitising
- Restricted movement around the school (e.g. one-way systems, out of bounds areas, queuing)
- Sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching their mouth, nose and eyes with hands
- Telling an adult if they are experiencing symptoms of coronavirus
- No sharing of any school equipment or frequently used items such as pencils or pens
- Staggered and separated breaks or play times
- Class allocation of toilets with restricted numbers at one time
- Not to cough or spit at or towards any other person

If a child fails to comply with these new rules, an individual risk assessment will be written for that child and consistently applied.