

# WISBOROUGH GREEN PRIMARY SCHOOL



## POSITIVE BEHAVIOUR POLICY

Approved by the Headteacher on behalf of the full governing body: November 2024  
Next review by Headteacher due: by November 2025

## Introduction

Wisborough Green Primary School 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 school 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 means repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

This policy has been written to follow the recommendations of the Education Endowment Fund's 'Improving Behaviour in Schools' Guidance Report, which can be found here:

[EEF Improving behaviour in schools Report.pdf](#)

## Aims

- All members of the school community feel valued and respected<sup>[L]</sup><sub>[SEP]</sub>
- Every member of our school will be treated fairly<sup>[L]</sup><sub>[SEP]</sub>
- All children will be treated with an **unconditional positive regard**
- Children will be in a happy, safe and secure environment<sup>[L]</sup><sub>[SEP]</sub>
- All members of the school community work together in an effective and<sup>[L]</sup><sub>[SEP]</sub> considerate way
- Adults will act as a role model for children
- Behaviour is seen as communication, and we will seek to understand and help children to communicate this effectively.

## Our Philosophy

Our philosophy for behaviour is based on our seven core 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.<sup>[L]</sup><sub>[SEP]</sub>
- **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 help 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.

These form our schools' Golden Rules.



### 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](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)
- 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 must publish their behaviour policy online.

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

- Anti -Bullying
- Teaching and Learning [L] [SEP]
- SEND
- Equality
- Safeguarding and Child Protection

### **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 Headteacher 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
- Showing children an unconditional positive regard
- Having high expectations of behaviour at all times and following the principles of behaviour management (as noted in policy) in all their dealings with children.
- Implementing the school policy consistently across the school
- Recording 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 required to sign a Home/School Agreement when their child joins the school. The school 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 our Complaints Procedure by initially contacting the class teacher.

## 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.

## Rewards and Sanctions

Positive behaviour may be rewarded with:

Verbal praise

Reward stickers <sup>[1]</sup><sub>[SEP]</sub>

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)

Notes home

Individual classes will have their own collective reward systems

Recognition in assembly or a school event. <sup>[1]</sup><sub>[SEP]</sub>

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

- A verbal reprimand
- Sending the pupil out of the class to consider their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Missing all or part of a playtime
- Filling out our Thinking Time Plan (Appendix 4)
- Referring the pupil to a senior member of staff
- Letter or phone call 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 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.

## 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. If a child is excluded for a period of 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 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.

### **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
- Difficult to defend against

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information.

### **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. [SEP]

Illegal items (weapons or substances) will be handed to the Police. [SEP]

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 makes arrangements to collect them. [SEP]

### **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, has repercussions for the orderly running of the school or poses a threat to another pupil or member of the public.

### **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

### **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.

### **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.

### 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 pupil code of conduct or 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

### Appendix 1. Responses to Challenging Behaviour

<p>Minor 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>• Low level disruption</li> <li>• Distracting others</li> <li>• Inappropriate not swearing language</li> <li>• Minor verbal aggression</li> <li>• Inappropriate physical interaction e.g., poking</li> <li>• Answering back</li> <li>• Misuse of property</li> <li>• Dropping litter, throwing, flicking objects in the classroom or mistreating playground equipment.</li> </ul>	<p><b>Responses must include <u>one or more</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• Praise the appropriate behaviours of others as an e.g., proximity praise</li> <li>• Ignore some inappropriate behaviour and 'Catch them being good'</li> <li>• Diffusion-diversion to an appropriate task</li> <li>• Reminder about appropriate behaviour</li> <li>• Warning that there will be a consequence</li> <li>• Move within a group</li> <li>• Move to another area of a room</li> <li>• Verbal/visual reinforcement of expected behaviour</li> <li>• Verbal response - expression of disapproval with reasons, use the language of 'choice'.</li> </ul>
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<p>Repeated 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>• Repeated disruption to the lesson/work of others</li> <li>• Verbal aggression (i.e., offensive language shouting or screaming)</li> <li>• Physical aggression (e.g., spitting, pushing, rough game play)</li> <li>• Threatening behaviour</li> <li>• Inappropriate physical approaches i.e., touching, poking etc.</li> <li>• Minor damage to property</li> <li>• Hiding (absconding).</li> </ul>	<p>Responses <u>may</u> be as above, but <u>may</u> also include one or more of the following:</p> <ul style="list-style-type: none"> <li>• Allow an individual time /space to calm down [L] [SEP]</li> <li>• Loss of privilege [L] [SEP]</li> <li>• Forfeit playtime(s) or favourite activity Fill out a Thinking Time Plan</li> <li>• Inform parents verbally or by letter/email home [L] [SEP]</li> <li>• Behaviour logged and monitored on CPOMS [L] [SEP]</li> <li>• Reparation activities</li> </ul>
<p>Major Incidents:</p> <ul style="list-style-type: none"> <li>• Physical aggression (hitting, kicking etc.)</li> <li>• Threatening behaviour/ intimidation [L] [SEP]</li> <li>• Damage to property [L] [SEP]</li> <li>• Leaving or attempting to leave the school grounds</li> </ul>	<p>Responses will include <u>one or more</u> of the following:</p> <ul style="list-style-type: none"> <li>• Sent to another member of staff</li> <li>• Loss of break/lunch time(s)</li> <li>• Inform and involve Headteacher or SLT</li> <li>• Reparation activities [L] [SEP]</li> <li>• Fill out a Thinking Time Plan</li> <li>• Class teacher or SLT must call home to inform them</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. [L] [SEP]</li> </ul>
<p>Serious/potentially serious behaviour incidents, i.e.</p> <ul style="list-style-type: none"> <li>• Persistent threatening or intimidating behaviour</li> <li>• Bullying [L] [SEP]</li> <li>• Physical assault on peers [L] [SEP]</li> <li>• Physical assault on staff [L] [SEP]</li> <li>• Serious damage to property</li> <li>• Self-injury [L] [SEP]</li> <li>• Theft</li> <li>• Discriminatory language or behaviour</li> <li>• Knowingly inappropriate touching / actions</li> <li>• Refusal to follow safety instructions, serious misuse of equipment</li> </ul>	<p>Responses <u>may</u> include those above but <u>may</u> also include:</p> <ul style="list-style-type: none"> <li>• Non-confrontational approach allowing individual space and time to calm down [L] [SEP]</li> <li>• Restorative Practices and relationship repair.</li> <li>• Fill out a Thinking Time Plan</li> <li>• Physical intervention-following LA guidelines</li> <li>• Use of time out which is monitored [L] [SEP]</li> <li>• Parents contacted by a member of SLT [L] [SEP]</li> <li>• Parents required to collect child from school [L] [SEP]</li> <li>• Short term exclusion/cooling off period to be considered Head or Deputy [L] [SEP]</li> <li>• Fixed term exclusion to be considered by</li> </ul>

	<p>Head</p> <ul style="list-style-type: none"> <li>• Permanent exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents</li> <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

**On most occasions, staff will take the following steps to help investigate an incident.**

- What happened? (Listen to all)
- Who was affected?
- What can we do to make it better/fix things/ensure it does not happen again?
- If possible, try to check in with all later

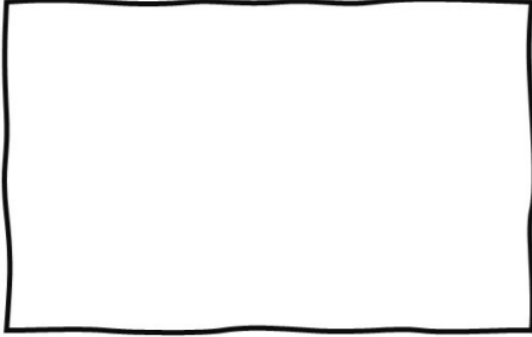
## Appendix 3: Written statement of behaviour principles

- 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 always set an excellent example to pupils
- 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
- The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusion
- 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 Headteacher on behalf of the Full Governing Body every year.

## Appendix 4: Thinking Time Plan:

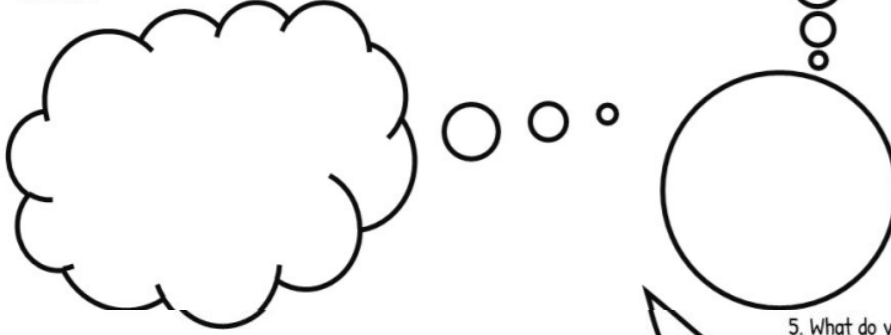
1. What happened?



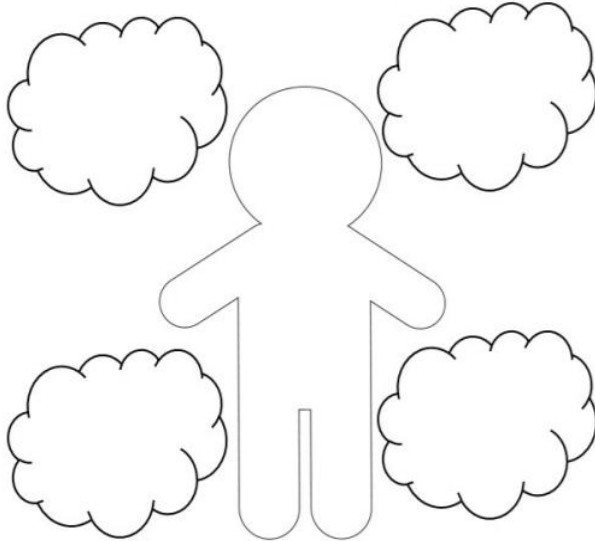
2. What were you thinking about at the time?  
How did it make you feel?



3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?

