

**WEST HILL PRIMARY SCHOOL
BEHAVIOUR POLICY: FEBRUARY 2018**

‘Learning Today for the World of Tomorrow’

This policy has ‘Safeguarding Children and Child Protection’, the sentiments of ‘Every Child Matters’, the school’s ‘Healthy school’, ‘Investors in People Gold’, ‘Eco-School’, ‘Forest School’ and ‘Artsmark Gold’ ethos’, ‘Excellence and Enjoyment’ and the School’s Mission Statement and Aims at its heart.

West Hill Primary School is a Co-operative Trust school having formed The SMILE Learning Trust in November 2013.

(Support, Motivate, Inspire, Learn Excel)

Our school ethos is based on a set of 6 core values and on our SMILE Learning Trust Co-operative Values of: self-help, self-responsibility, democracy, equality, equity, solidarity.

As Co-operative members, we believe in the ethical values of honesty, openness, social responsibility and caring for others.

Date of Review	Body responsible for review	Date of next review
22.2.18	FULL GOVERNING BOARD	February 2021

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child’s best interests.

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](#) (January 2016)
- [Searching, screening and confiscation at school](#) (January 2018)

- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#) (July 2013)
- [Supporting pupils with medical conditions at school](#) (December 2015)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#) (January 2015)

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

3. Definitions

Misbehaviour is defined as:

- A breach of the school rules
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- 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 or physical violence
- Smoking
- Swearing
- 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/a breach of the school's online safety policy
- 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)

4. Bullying

Staff, parents and children at West Hill Primary School work together to create a happy, caring and safe learning environment. **Bullying, whether verbal, physical or indirect, is not tolerated.** It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

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, comments about sexual reputation or performance, or 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 2).

The Governing Board will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher 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 2). The Head Teacher will also approve this policy.

The Head Teacher 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
- Discussing any behavioural concerns with parents (where appropriate)
- 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 (school rules)
- 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

The Code of Conduct clearly states what behaviour is acceptable and what is not acceptable, i.e. the school 'rules'.

All children are expected to make a full contribution to the school and support the positive endeavours of all its members. Good behaviour and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place. Rules are essential for the benefit of all in any community and we try to keep these as simple as possible, but we do expect them to be kept. They are:

- We do what we are asked by members of staff and volunteers.
- We take responsibility for our own learning and help each other to learn
- We show respect to other people, their belongings, the classroom and the school environment

- We walk around the school in a sensible, quiet and safe manner
- We remember our manners at all times
- We are always proud of ourselves, our work and our achievements
- We are kind in our words and our actions

7. Rewards and sanctions

7.1 List of rewards and sanctions (see Appendix 1)

Good behaviour as indicated in the 'Code of Conduct' is expected from all and is encouraged in a number of ways throughout the school. Positive behaviour will be rewarded with:

- Highlighting achievements publicly - in assemblies, drawing attention to parents and other children
- Rewarding attitude, conduct and effort appropriately
- Written comments
- Letters home
- Quiet praise from a teacher to a child who has demonstrated improvement from previously unacceptable behaviour
- Certificates designed by the children themselves
- Sending to the Head Teacher for award stickers or certificates
- Attendance certificates
- Trophies, presented at a special assembly
- Pastoral Support Plans are used positively to support and improve individual behaviours. Implementing a Pastoral Support Plan highlighting the proposed strategies to support and improve the pupil's behaviour, agreed by staff, the pupil (if possible) and the parents. (See also sanctions below)

The school will use the following sanctions in response to unacceptable behaviour:

1. Verbal reprimand (warning)
2. Name on board
3. 1st strike = miss 5 minutes at playtime/
4. 2nd strike = send to next year group up with work for 5-10 minutes (Y6 down to Y5)
5. 3rd strike = send to Deputy Head or senior member of staff
6. 4th strike = send to Head Teacher

Any physical/ swearing or bullying will go straight to Head Teacher/Senior Leadership Team.

Parents may be contacted at any time depending on the severity and frequency of the behaviour.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or 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 Head Teacher will discipline the pupil in accordance with this policy.

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

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

8. Behaviour management

8.1 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 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

8.2 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 and reported to parents

8.3 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](#).

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 be shared with new settings for those pupils transferring to other schools.

10. Training

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

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and full governing board every 3 years. At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the full governing board at least every four years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child Protection and Safeguarding policy
- Anti-bullying policy
- Online safety policy

Appendix 1:

At West Hill Primary School we follow these rules:

- We do what we are asked by members of staff and volunteers.
- We take responsibility for our own learning and help each other to learn
- We show respect to other people, their belongings, the classroom and the school environment
- We walk around the school in a sensible, quiet and safe manner
- We remember our manners at all times
- We are always proud of ourselves, our work and our achievements
- We are kind in our words and our actions

Our sanctions:

1. Verbal reprimand (warning)
2. Name on board
3. 1st strike = miss 5 minutes at playtime/
4. 2nd strike = send to next year group up with work for 5-10 minutes (Y6 down to Y5)
5. 3rd strike = send to Deputy Head or Mrs Bennett or Mrs Bedford
6. 4th Strike = send to Head Teacher.

Any physical/ swearing or bullying will go straight to Head Teacher/Senior Leadership Team

Parents may be contacted at any time depending on the severity and frequency of the behaviour.

Appendix 2: Written statement of behaviour principles

Governing Board Statement of Behaviour Principles

The Department for Education requires governing boards of maintained schools to publish statement of behaviour principles for their school. The Governing Board therefore has a duty to produce, and review, a written statement of general principles to guide the Head teacher in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - July 2013) has been used as a reference in producing this Statement of Behaviour Principles.

West Hill Primary School – Statement of Behaviour Principles

At West Hill Primary School we believe children need a positive and supportive ethos to encourage them to thrive. Our behaviour principles are ones of creating positive relationships between all stake holders in our school community.

Right to feel safe at all times:

- All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. High standards of behaviour:
- Good teaching and learning promotes good behaviour and good behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

- We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations. School Rules:
- We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them.
- School rules will be detailed in our Behaviour Policy and displayed in all classrooms. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.
- We expect that all staff will support rules and code and ensure consistent application and expectations across the school day.

Positive Reinforcement:

- We are committed to intrinsic rather than extrinsic reward systems based on positive praise.

- Good behaviour should be modelled by teachers and all adults working within the school, actively encouraging and praising positive, caring behaviour which will help to promote a happy secure school environment
- We believe children within class circle time or School Council meetings, should be given opportunities and openly encouraged to support each other in this process of personal growth, learning and recognising good behaviour

Sanctions:

- Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
 - It is important that sanctions are monitored for their proper use, consistency and effective impact.
- Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal. Home School Agreement:
 - The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
 - The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

These behaviour principles were agreed at the meeting of the Governing Board of West Hill Primary School on July 11th 2017 and will be reviewed at least every 4 years.

Appendix 3: letters to parents about pupil behaviour

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear Parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head Teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____