



Policy for

Behaviour

Prepared by:	Approved by Board of Directors
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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

At Wilbraham Primary school we believe that all children should be taught effectively and have the opportunity to learn. We want all children to be safe and happy throughout the day.

To enable this to happen all members of the school community, children, staff, parents and governors, will:

- Be responsible for their own actions.
- Have high expectations for their own and others behaviour.
- Respect and support each other.
- Show respect for the school environment and equipment.
- Consider the safety of everyone.
- Make a positive contribution and recognise the contribution of others.
- Be listened to and listen to others.
- Treat everyone in a fair and consistent way.
- Conform to school standards and practices without losing individuality.
- Expect good behaviour to be rewarded and accept that sanctions may be given for unacceptable behaviour.

The school operates a full and varied extra-curricular programme and a variety of trips and experiences. Behaviour in these circumstances is dealt with in the same way as in school and the same expectations are in place.

School Rules

1. **I will always try my best.**
2. **I will follow instructions straight away.**
3. **I will be kind to others.**
4. **I will look after everything.**
5. **I will listen to the person who is speaking.**

In addition to the school rules each class creates their own class contract at the start of the academic year. These are developed and agreed together.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1 Roles and responsibilities

The LAC will have overall responsibility for:

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy. The Principal will be responsible for:
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the LAC on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Ensuring this policy is published on the school website.

The Vice Principal will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the LAC, Principal and Behaviour Lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - Principal.
 - Vice Principal
 - SLT
 - Behaviour Lead
 - Welfare Team
- As authorised by the Principal, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

2. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork

- Rudeness
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

3 Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Principal will review staff training needs and in response to any serious or persistent behaviour issues disrupting the running of the school.

4 Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

5 Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

We use CPOMS to keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following steps will be taken, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Children will always be given warnings, (the number will depend on the child and circumstances)
- Discuss the behaviour discreetly with the child and to see if there is a problem which can be resolved.
- Children can be given a time-out to prevent their behaviour from escalating, this may be done at a calm table outside the classroom if this is appropriate but should be used with caution especially with younger children
- If further action is needed, the child can then be sent to another classroom within the year group to give them time and space to reflect (the person they are sent to is not expected to deal with the behaviour.)
- If further support is needed, a to talk about the issue or to work quietly
- For more serious incidents children may need to be sent to or, in extreme cases, removed by a senior manager.

Children should only be sent to the Principal or Vice Principal in exceptional circumstances.

The majority of our children are well behaved but we must address any undesirable behaviour issues that occur. Children must be made aware that their behaviour has consequences. There will be rewards for good behaviour but equally there has to be sanctions for unacceptable behaviour. Some behaviour is low level and can be ignored or addressed with little disruption, however if it continues or the behaviour is more serious the following steps will be followed:

1. Discuss the behaviour discreetly with the child and to see if there is a problem which can be resolved.
2. If the negative behaviour continues then a sanction may be necessary.
3. The child may need speaking to again by you and a member of the Senior Leadership Team. (SLT)
4. In serious cases the Principal or Vice Principal may become involved. **In these cases, CPOMS must be completed by the member of staff dealing with the incident.** Any additional staff involved will add their actions.
5. A member of SLT may ask the school Behaviour Lead to become involved at any point during the above steps, however the adult dealing with the child/children will ultimately be responsible for any sanctions.

In more serious cases a member of SLT may decide that one of the following sanctions may be necessary:

- Isolation either during lesson time or at break/lunch time
- Lunchtime exclusion
- Fixed term suspension
- Permanent exclusion

If a suspension is necessary then it is recorded and the Chair of Governors notified.

In the event of bullying or racist incidents, these are reported to the LAC

Involving Parents/Carers

When parents/carers are approached it should be to:

- Seek their help and support.
- Inform them of any incidents which may cause their child to become distressed or anxious.

Involving parents will, in most cases, follow these steps:

- An informal discussion regarding any incidents of poor behaviour that they need to be aware of. This may happen on more than one occasion.
- The parents are asked to come in for a formal meeting with the class teacher; a member of the Pastoral Team or a member of SLT may also be present.
- Parents are asked to come in for a meeting with the Principal or Vice Principal
- To set up positive links, adults in school are encouraged to keep parents/carers informed when their child has behaved well. This can be done verbally, by giving certificates or sending home notes/postcards.
- **Meetings with parents must be recorded on CPOMS.**

6 Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Short-term behaviour monitoring books/rewards charts
- Check-ins with a member of SLT
- Long-term behaviour plans
- Support from the Behaviour Lead/Welfare Team
- Engagement with local partners and agencies
- Working with experts in the field of need – observations, phone calls, attending meetings etc to support the staff, parents and pupil
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Good Practice for Managing Behaviour

- Give frequent praise for good behaviour as well as for good work.
- Use whole school rewards – Chance Cards and Golden Tickets
- Use positive language whenever possible and as often as possible.
- Think carefully about what you are saying and set realistic sanctions.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Never leave children unsupervised as a punishment.
- Praise children who are doing the right thing as an incentive for others to follow.
- Be consistent whilst taking into account each child's individual needs.
- All adults in school are responsible for dealing with behaviour and should give as much praise as possible for any good behaviour.
- Parents/Carers should be informed of good behaviour whenever possible.

Preventative measures for pupils with SEND

It is our intention that no child's learning is affected by the behaviour of his/her peers. Our school works hard at being fully inclusive and readily works with parents/carers and outside agencies to support pupils with behavioural difficulties. Where necessary the Inclusion Lead will ensure that individual behaviour support plans are in place.

There are certain groups of pupils who may require the adults in school to take account of their individual needs and circumstances when applying the school's behaviour policy. This may apply to children with special educational needs or disabilities and other groups defined by OFSTED as 'at risk' within the education system.

Physical intervention

In certain situations, it may become necessary to use physical intervention to deal with a behaviour incident.

Circumstances justifying physical intervention are:

- In self-defence or because there is an imminent risk of injury.
- Where there is risk of injury to the child or others or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order or discipline.

Clearest justification is that actions of staff are **reasonable, proportionate and necessary** in order to protect the best interests of the individual(s) concerned.

It may involve physically interposing between pupils, blocking a pupil's path or leading or moving a pupil away from the situation.

In extreme cases trained staff may need to restrain pupils to prevent them from hurting themselves or others. Staff should always consider their own safety as well as the safety of the child/children.

If physical intervention has been deemed necessary, it must then be recorded on CPOMS. Parents/carers must be notified when the use of force has been necessary.

7 Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8 Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

9 Prohibited items, searching pupils and confiscation

Principals and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Legal highs/psychoactive substances

The Principal/Vice Principal can use their power to search without consent for any of the items listed above.

10 Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

11 Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12 Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom – via CPOMS
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be monitored and objectively analysed termly by the Principal and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering

the protected characteristics under the Equality Act 2010 to inform school policies and practice.

