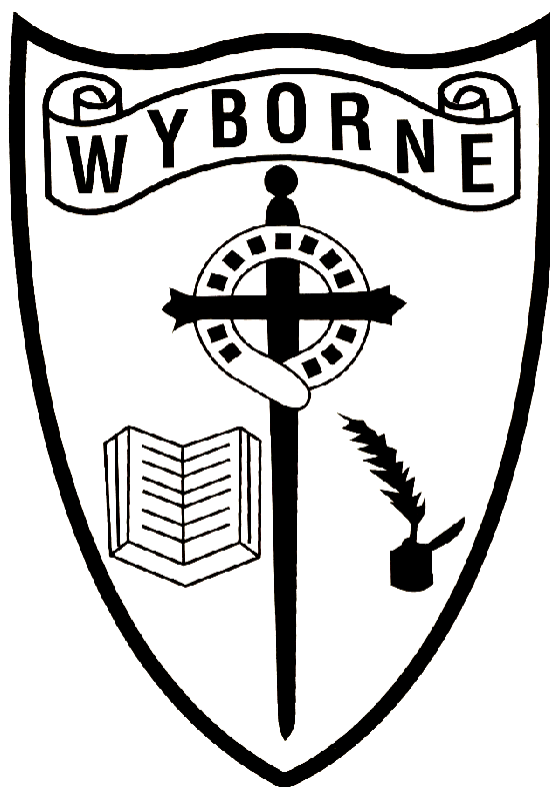


# Wyborne Primary & Nursery School



## Behaviour Policy

Approved by: Governing body

Date: 30/09/2023

Last reviewed on: September 2023

Next review due by: September 2024

## **Aims**

To create an environment that encourages and reinforces good behaviour.  
To define acceptable standards of behaviour.  
To encourage consistency of response to both positive and negative behaviour.  
To promote self-esteem, self-discipline and positive relationships.  
To ensure that the school's expectations and strategies are widely known and understood.  
To encourage the involvement of both home and school in the implementation of this policy.

## **Standards of Behaviour**

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

## **School Ethos**

At Wyborne Primary & Nursery School, we are dedicated to fostering an environment that prioritises trauma-informed and restorative behavior principles. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

**Key Principles of Trauma-Informed Practice:**

1. Safety - Prioritise physical and emotional safety for all students. Create a predictable and structured environment.
2. Trustworthiness - Build trusting relationships by being consistent, reliable, and respectful.
3. Choice and Control - Provide opportunities for students to have a sense of autonomy and control over their actions.
4. Collaboration - Involve students, parents, and caregivers in decision-making and behavior interventions.
5. Empowerment - Promote student strengths and resilience. Focus on building their self-esteem and self-regulation skills.

**Key Principles of Restorative Approach:**

1. Respectful Dialogue - Encourage open and honest communication between students, allowing them to express feelings and perspectives.
2. Responsibility - Help students take responsibility for their actions and the consequences they have on others.
3. Reparation - Facilitate discussions to find ways for students to make amends and contribute positively to the community.
4. Reintegration - Support students in returning to the community after addressing the harm caused.

## **Adults with responsibility for behaviour**

### **All Staff**

## **The Curriculum and Learning**

At Wyborne, we set high expectations for behaviour, fostering an environment that encourages engagement, resilience and intrinsic motivation. We lead by example, modelling positive behaviour and conduct, and cultivating an atmosphere of mutual respect amongst ourselves and the children.

Teaching and learning is inclusive and challenging, ensuring that every child feels valued and motivated to participate. Children demonstrate excellent behaviour for learning through their engagement and enthusiasm throughout lessons.

We maintain consistent approaches to support behaviour management for most children, recognising the need to adapt our approaches for some individual needs.

We recognise the significance of providing effective pastoral care to all.

## **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

## **SEND**

We consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. We create calm environments which will benefit pupils with SEND, enabling them to learn.

Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The law requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behavior. In particular: schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices; under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.

Section 66 of the Children and Families Act 2014 applies to certain settings, including mainstream schools, maintained

nursery schools, academies, alternative provision academies and pupil referral units.

If a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

### **Class Rules and Procedures**

Class rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

#### **Rules and procedures should:**

be kept to a necessary minimum;

be positively stated, telling the children what to do rather than what not to do;

actively encourage everyone involved to take part in their development;

have a clear rationale, made explicit to all;

be consistently applied and enforced;

Promote the idea that every member of the school has responsibilities towards the whole.

### **Behaviour outside of school premises**

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Maintained schools and academies' behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school

**Banned Items** – a list of items which are banned by the school and for which a search can be made

Chewing Gum

Fizzy Drinks inc Energy Drinks

Glass bottles

Jewelry

Aerosol cans

Correction fluid

Permanent markers

Unnecessary money

Expensive items

Cigarettes, matchers, lighters

Fireworks, snaps, gunpowder

E cigarettes

Items which are illegal to possess or carry

Inappropriate items for the age of the child or school environment

## **Rewards**

Each Key Stage /Phase/class will have their own Reward System. We believe rewards can be different in EYFS, KS1, LKS2 and UPKS2

We believe that rewards have a motivational role helping children to see that good behaviour is valued. The commonest way is using praise which is earned through the maintenance of good standards as well as by particular noteworthy achievements.

Rates of praise for behaviour should be as high as for work. Staff rewards good behaviour in a variety of ways:

staff praise children and use a variety of classroom reward systems;

staff use the 'Good to Be Green' scheme however cards are not displayed;

children receive Dojo points for good behaviour (in some classes, if the class teacher adopts this method)

children receive certificates to acknowledge good work or behaviour

All children have the opportunity to participate in weekly achievement assemblies where good work and behaviour are celebrated. Achievement outside of school is also celebrated during these assemblies.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. The use of punishment should be characterised by certain features;

It must be clear why the sanction is being applied;

It must be made clear what changes in behaviour are required to avoid further punishment;

Group punishment should be avoided as it breeds resentment;

There should be a clear distinction between the different stages of incidents.

Appendix 1 states agreed stages of incidents/misdemeanours and sanctions while at Wyborne Primary School

The school uses a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. Each incident is dealt with on an individual basis.

The class teacher discusses the school rules with their class. Clear expectations and boundaries are also reinforced through assemblies and in communications with parents/ guardians.

The Head teacher in consultation with the Behaviour Support Assistants and class teacher can also start a report card for persistent poor behaviour. Before the implementation of a report card the head teacher, BSA and class teacher will meet with parents/carers to discuss the process involved.

## **Restraint of pupils**

There may become a time where it is necessary to positively handle a child when it is felt that they may hurt themselves or others. This is always seen as a last resort set out in the Education and Inspections Act 2006.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## **Fixed term and Permanent Exclusions**

Only the Head Teacher (or acting Head Teacher/deputising Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty-five days in any one school year. The Head Teacher may also permanently exclude a pupil. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the Head Teacher excludes a pupil the parents/guardians must be notified immediately, giving reasons for the exclusion. At the same time the parents must be notified that they may appeal to the Governing Body.

The Head Teacher informs the LA and the Governors about any permanent exclusion beyond five days in any one term.

The Governing Body itself cannot exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body considers any exclusion appeals on behalf of the Governors.

If the Governors' appeals panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

### **Related policies/documents**

Inclusion  
SEND  
Health and Safety  
Equal Opportunities  
Anti-Racist  
Anti-Bullying  
Acceptable use of the Internet Policy  
Induction for Newly Arrived/EAL children  
Teaching and Learning  
Display Policy  
Monitoring and Evaluation  
PSHE and Citizenship  
Spiritual, Moral, Social and Cultural Development  
DfE guidance – The use of Force to Control or Restrain Pupils  
Greenwich Council's Policy on Preventing Violence to Staff



## Appendix 1

	Behaviour	Sanctions	Comments
Stage 1 Aggravation	Wandering about Calling out Interruptions Inappropriate talking Silly noises Ignoring instructions	Eye contact, frowns Reminders Move to another seat/place 'Stop and Think' Card Issued Dojo points could be revoked (class teacher discretion)	Minimal use of words  If continues move to yellow
Stage 2 Less Serious Contraventions Warnings Yellow	Not lining up appropriately Eating sweets etc. Not responding to requests to work Deliberate disrupting a lesson Refusal to obey an instruction Accidental damage (carelessness) Time wasting Cheek, off-hand comments Deliberately annoying other pupils Swearing Rudeness/disrespectful behaviour	Yellow Card Issued Entry onto the Record Log Behaviour Support Assistant (BSA) to monitor logs Lunch/break time time missed	If continues move to red  Yellow Cards can go back to green
Stage 3 More Serious Incidents Consequences Red	Repeated refusal to complete task Deliberately harming someone Throwing objects Harmful and offensive name calling incl. swearing and derogatory language (including racist, homophobic and LGBT+ associated language) Damaging property – school or pupils Verbal abuse to any staff Stealing Leaving the classroom without permission Serious challenge to authority Fighting Bullying behaviour	Red card Lunch/break time time missed Entry into record of Behaviour Time out (10 mins) in agreed class If behaviour continues then Internal class exclusion (appropriate work set for extended periods) – amount of days/sessions Head Teacher discretion – Decisions will be rational. Reasonable, fair and proportionate 6, If negative behaviour is consistent - Implementation of Formal Report Card if necessary	Letter home to parents/ guardians meeting with class teacher to discuss behaviour (if necessary) BSA may also telephone parents/guardians If behaviour continues a meeting will be arranged with Head Teacher, BSA and parents/guardians to discuss before the implementation of a formal report card

Stage 4 Extremely Serious Incidents	Bullying inc Cyber, online or mobile technology inc social media Racist homophobic, LGBT+ or other derogatory behaviour/language Continuous serious challenge to authority Extreme or repeated verbal or physical abuse Physical abuse or intimidation of an adult/peer Running out of school Vandalism Fighting Spitting	To Head Teacher or Deputy Head Teacher/SLT  Possible Fixed Term exclusion (appropriate work set) – amount of days will be at headteachers, discretion  Possible Permanent Exclusion - amount of days will be at the headteachers, discretion .  Exclusion procedures will be followed All exclusions decisions will be rational, reasonable, fair and proportionate.  Greenwich Inclusion and Behaviour Team informed  FAP Referral/ managed move	Individual Behaviour Support Plan devised and home school agreement – supported by external agencies if necessary (see example appendix 2) this is designed to reduce future exclusions and is in addition to the general school behaviour policy. Once an individual Behaviour Support Plan has been agreed by child, parents/carers and school, it will be in addition to the General Behaviour policy.  Outside agency referral to be completed as deemed necessary – possible outreach support and other agency  Community Service as necessary  bullying, racist language/behaviour and homophobic inc derogatory language associated with LGBT+ language/behaviour as well as exclusions recorded and reported to governors

## Appendix 2

### EXAMPLE ??? Individual Behaviour Plan Home/School Agreement

<b>Positive reminder e.g. , please</b> ???? (unfinished work completed during play/lunch/home)	Not starting work	Out of seat, wandering around	Not attempting to join in with learning	Talking to others when inappropriate
<b>Removal for remainder of session</b> (???? will be out of class and placed in a safe area. ??? will be expected to complete work in the time frame – if not at play/lunch/home)	Leaving the classroom/area of learning without permission	Deliberately disrupting teaching	Deliberately disrupting the learning of others	Indication of anger/aggression or extreme rudeness towards peers/staff
<b>Removal for the rest of day</b> (???? will be out of class and placed in a safe area. ?? will be expected to complete work in this time frame – if not at play/lunch/home. Separate playtime/lunch to his class)	Moving around the school without permission, needing an adult to follow e.g. on the shed, MUGA, etc.	Throwing objects around the school (not aimed at anyone)	Helping ??? to balls, laptops, equipment without permission	Swearing (verbal/written) not directed at someone to cause offence
<b>Fixed term exclusion</b> (Unfinished work to be completed at home. No social media/games/Internet etc. during ??? exclusion)	Deliberately severely damaging school and peer equipment/property	Swearing at adults, verbal/written, deemed intended and offensive e.g. c***	Deliberate physical assault or attempt assault towards an adult or peer (including throwing objects)	

Parental Signature.....

Child's Signature.....

School Signature.....

***This is an example of an Individual Behaviour Plan Home/School Agreement and will be different for different pupils. The plan will be devised by school, outside agencies I if necessary) and shared with Parents/Carers and Pupil to agree before formal implementation.***

<p><b>Physical intervention and restraint (including SEND pupils).</b></p>	<p>We must continue to follow government guidelines around social distancing. Therefore, as normal we will use physical intervention and positive handling only as a last resort.</p> <p>For pupils with EHC Plans where positive contact is routinely used we will amend these plans where possible to use alternative strategies. The Inclusion Manager will advise staff on this occasion.</p> <p>Pupils with challenging behaviour will be risk assessed individually and policy followed. Senior leaders will liaise with staff on these occasions.</p> <p>Nevertheless, there may still be extreme instances where positive handling is required in the interests of safety and pupils. This will be where a failure to intervene could lead to harm</p>
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