



Whiteshill Primary School

Behaviour Policy

Aims and Purpose

The aim of the behaviour policy at Whiteshill Primary School is to teach the children the skills to make positive choices, not just at school but in wider society. We believe that the school community shares the responsibility for the behaviour of the children at Whiteshill Primary School. All staff, teaching and non-teaching staff, governors, parents and children adhere to our behaviour policy and will endeavour to apply it in a consistent, rigorous and non-discriminatory way with due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- Education (Independent School Standards) (England) Regulations 2014

School Values

We are curious

We are unique

We are together

We are Whiteshill!

Our behaviour policy is in line with and supports our school values as we hope the children will be 'curious' when learning the skills needed to solve disputes, 'unique' in that they are treated as individuals and take responsibility for their own mistakes and finally are 'together' because they respect everyone in their community. In this way, we hope to ensure all the children and staff at Whiteshill Primary School have a positive and safe environment in which all pupils can learn and reach their full potential.

Leadership and Management

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- 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.
- Ensuring this policy is published on the school website.

The Headteacher and Deputy Headteacher 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 social, emotional and mental health (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.
- 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 governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- 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.

The Special Educational Needs Co-ordinator (SENCo) will be responsible for:

- Collaborating with the governing board and headteacher, as part of the senior leadership team, to determine the strategic development of behaviour and SEMH provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policy to support pupils with Special Education Needs and Disabilities (SEND), in line with the school's 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 needs 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 needs will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.

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 calm 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.
- As authorised by the headteacher, 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.

Staff training

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. The behaviour policy will be shared with and read by all new members of staff during induction and staff will receive training on the policy in September each year. 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 senior leadership team 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. special educational needs and disabilities and mental health needs.

The senior leadership team will review staff training needs annually, and in response to any serious or persistent behaviour needs.

All staff also undertake safeguarding update training each year which includes updates on the behaviour policy as well as training on staff code of conduct and safer working practices.

Encouraging positive behaviour

The emphasis of our behaviour policy is on the children making good choices in all aspects of their life, whether it is being kind to each other, looking after school property or making an effort with their learning. We encourage them to make the right choices through clear instruction, positive feedback and rewards. As the children grow, the emphasis moves to them making good choices because they know it is the right thing to do and why, not just because they will receive a physical reward. We believe this is an incredibly important life skill which will ensure they make positive choices as they move on from primary school and become members of a larger society. We find that often, a simple word of specific positive praise in the right moment can be just as powerful, if not more so, than a certificate or sticker.

In line with this, to encourage the small moments of positive behaviour within the class that allow the day to go smoothly e.g. being polite, being ready to learn, listening carefully, sitting quietly when the teacher is ready to talk or having their equipment ready, the children are rewarded in increasingly less concrete ways as they move through the school. In Willow class, when the children arrive at school in Reception, the children are rewarded with stickers, a concrete reward which they can see, touch and get excited about. When the children move through to Key Stage 1 and 2 in Elm, Maple and Oak class, children are rewarded for behaving in an expected way with praise from adults. This move away from a concrete reward means that the children do the right thing because it is the right thing to do, not just because they are told to by the teacher. It helps our children to form good habits when they are young and go on to become independent, polite and caring members of our school and of wider society as they grow.

Throughout their time in school, the children are rewarded for going above and beyond expectations, either in their learning or in how they behave, with certificates in our weekly celebration assembly. These certificates are awarded in line with our school values.

‘We are curious’ certificates are given to celebrate moments of exceptional learning, asking fantastic questions, thinking outside the box, showing a growth mindset etc.

‘We are unique’ certificates are given to celebrate the uniqueness of our children in school e.g. children showing excellence in PE, music or art lessons or approaching their learning in a unique way for example a piece of writing that stands out from the rest.

‘We are together’ certificates celebrate moments where children have been positive members of our community e.g. going out of their way for someone else, giving up their personal time to help a teacher or showing real kindness to another member of the school community.

We also have a range of certificates to reward sporting achievement and to celebrate all children who represent the school at a sporting event or on sports day. We also give a ‘handwriting hero’ certificate to encourage effort and improvement in handwriting and letter formation across the school. We also encourage children to bring in achievements from outside of school or work they have achieved at home to be celebrated during assembly. This encourages the children to have a

positive attitude to learning in all aspects of their life and models to them that learning and behaviour expectations do not stop at the school gates.

Children will also sometimes be sent to Miss Francis (Headteacher) or Miss Middleton (Deputy Headteacher) to share their work when the teacher feels particular effort or achievement has occurred and all staff use praise and constructive feedback to ensure children know what has been successful and which behaviours are encouraged, as well as where they can continue to make progress.

Negative choices

On occasion, children will make choices which have a negative impact on themselves or others. It is these choices which our behaviour policy hopes to discourage. Children learn through getting things wrong, so if a negative choice or a mistake is made, we encourage them to take responsibility for their choice, apologise and then learn from the experience to ensure the mistake is not repeated. In order to do this, we have a system of consequences in place which help the children to build resilience and take responsibility for their own actions. The sanctions used are always based on the current behaviour being unacceptable and not on the child themselves. These sanctions are an important part of the school policy as it allows us to keep the children safe – without clear boundaries and consequences, this would not be possible.

All staff in school are expected to apply rules, rewards and sanctions as consistently and fairly as possible. We will always talk to the children involved first before applying a sanction and ensure that the victim of any unacceptable behaviour is communicated with so that they know that the behaviour has been dealt with and so that they can continue to feel safe and happy in school. Over time, we hope to empower children to be responsible for their own behaviour, therefore we will not always report to parents when a sanction has been given. This is because we want the children to understand that if they accept responsibility for their behaviour, apologise and learn from their mistake then we will allow them to move on without referring to the incident repeatedly. If we feel that it would help the child to talk through what has happened with an adult at home, or if we feel that the message needs to be reinforced outside of school, then we will inform parents either at the end of the day or by a phone call when necessary. On occasion, if more than one child has been involved, this may mean a short wait at the end of the day whilst we talk to all parties involved in a private space. When we do this, we will discuss your own child's behaviour with you, not how we have dealt with the behaviour of other children unless absolutely necessary.

Classroom Rules

We believe that it is important for the children to have a voice in the expectations of behaviour, therefore classroom rules will be agreed between the children and the class teacher at the beginning of each school year, appropriate to their age group, as part of our Relationships, Sex and Health Education curriculum. These rules are based around behaviours which will ensure all children are able to learn without disruption, be safe in the classroom and make progress in their learning. On occasion, the whole class or the whole school will be spoken to when a rule has been broken if it is felt there would be benefit to them all hearing a message e.g. a rule that has been broken on a number of occasions by different children so we feel that a reminder of that rule would be useful for every child

in the class or school. It may also be the case that if we are unable to identify the child who has carried out a particular behaviour e.g. damage to property, we will talk to the whole class as a reminder of the rule and to ensure that everyone has heard a consistent message.

Children who are new to the school are inducted in to the behaviour policy by the class teacher through introduction to systems and rewards as well as classroom routines and rules being shared.

Sanctions

On occasions when a child has made a choice in school which has had a negative impact on themselves or others, we use sanctions to ensure that they have understood that there is a consequence to their behaviour. We will always give the child a warning first to ensure that they are clear that the behaviour they are displaying is unacceptable. Often children respond well to a reminder that they are not following a rule or not behaving positively. This gives the child chance to correct the behaviour without further intervention.

If this warning is ignored and the behaviour continues, we will then make it clear to the child what the sanction will be if they continue. If no change is made to the behaviour, a sanction will then be applied. Obviously, there are occasions when behaviour is clearly not acceptable - for example, physical altercations or name-calling. On these occasions, if the incident has been witnessed by an adult they may move the child straight to a sanction without a warning being given.

The most common sanction used in school is to remove a privilege of some kind, usually time from the child's break or lunch. If the negative behaviour has occurred at lunchtime they will be told to take a time out at the top end of the playground for a short period e.g. 5 or 10 minutes. This ensures that they still get fresh air and are supervised throughout. Once the time out has been completed and an apology has been received, either to the victim of their behaviour or to the adult involved if there has been a lack of respect shown, they will then continue with their play. If the behaviour is then repeated, further timeouts may be given or the child may be stopped from using particular equipment or playing a certain game, giving them the clear message that the behaviour cannot continue and allowing the other children to continue to play without disruption. If there is persistent, serious or repeated negative behaviour during break or lunch time, the child will be sent to their teacher, who will involve the deputy head teacher or head teacher when necessary.

Often, during break and lunch time the children will experience issues within their friendship groups, for example arguments about the rules of a game or small disputes. On these occasions, we encourage the children to try to come to a solution themselves in order to improve their social skills and teach them the skills of negotiation and compromise which they will need to build strong relationships as they grow. We will talk to the children involved and try to ensure all sides of the story have been heard but will put the emphasis on the children coming to a solution for themselves, which suits all parties.

During lessons, all staff will use positive behaviour systems to encourage good choices, as detailed above, however when a negative behaviour occurs, including negative behaviours around learning e.g. talking over the teacher, distracting other children from their work, deliberately not making an effort with work and presentation, sanctions will be used to ensure all children understand what is expected of them and where the boundaries lie in school. As there are up to 30 children in each

classroom and our prime objective is to ensure that all children are learning and progressing, these expectations and boundaries are incredibly important.

Once the children have been warned that their behaviour is not acceptable, they will then receive a sanction such as losing time from their break or lunch, repeating a piece of work or writing a letter of apology in their own time, if their behaviour has impacted on others.

Bullying

Please see the Whiteshill Primary School Anti-bullying policy information on Whiteshill Primary School's approach to bullying.

Children with SEND

Please see our SEND information report for information on how pupils with additional needs are supported in school in line with the Special educational needs and disability 0-25 years code of practice. This includes those with identified Social, emotional and mental health needs in line with DfE (2018) 'Mental health and behaviour in schools'. This support ensures that Whiteshill Primary School is an inclusive environment where all children can thrive under the same positive behaviour management systems. Where individual needs are identified that would require a change to the policy for that child, a MyPlan, MyPlan+ or EHCP is used to ensure all adults involved with the child's care are aware of their needs and any adjustments to the policy. The SENCo is responsible for the application of the SEND information report in school.

Prohibited items, searching pupils and confiscation

In line with DfE's 'Searching, Screening and Confiscation' guidance, Headteachers 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, in line with the school's Child Protection and Safeguarding Policy. 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.

To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

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
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

Mobile phones in school

Children are not permitted to bring in to school a mobile phone or tablet of any kind. However, children in Oak class who require a mobile phone for their journeys to and from school, for example if they are walking home alone, must have written email permission from a parent to bring their phone to school. It will be handed in to the class teacher each day and then returned to the child at the end of the school day.

Child on Child Abuse

The Trust's Safeguarding and Child Protection policy lays out the stance that must be followed should there be a case of Child on Child abuse, including the procedures that should be followed in the event of this type of abuse.

Parental Involvement

We value the support of parents in helping children manage their own behaviour. There may be times when a child's behaviour continues in a way which disrupts other children's learning or well-being. At this time, parents will be asked to come into school and work with us to create positive change. Similarly, if a child is being affected by any behaviour issue at school, parents should come in to talk to the class teacher as a first port of call, as they know the children better than any other adult in the school, understanding their friendships and learning attitudes on a more intimate level. The class teacher will then talk to the children involved and deal with any issues in line with our behaviour policy. If the class teacher is unable to resolve a problem, parents may decide to inform the Deputy Head Teacher or Headteacher so that a resolution can be found.

Whilst welcoming any parent to the school to constructively consider any issues concerning their child, any parent or carer visiting the school who does not treat children, staff and other parents and carers with respect, both in school and in the playground, will be asked to leave the school premises and may be stopped from returning onto school property if the behaviour continues or is felt to be serious. The priority of the Headteacher and all staff in school is the safety of the children in our care.

Exclusions

There are times when continuing behaviour issues, or a severe incident occurs which, despite intervention following the above policy, leads to suspension or permanent exclusion of a child. In these cases, the school will follow Gloucestershire LA guidance for exclusions, a copy of which can be found online at <https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions/> This guidance is in line with The DfE's [Suspension and permanent exclusion guidance September 2023](#) which the school will adhere to.

Status & Review Cycle; Statutory; Annual

Responsible group: LGB

Implementation date: September 2023

Next Review Date: September 2024

Related policies:

Anti-bullying policy

Child Protection and Safeguarding Policy

Staff Code of Conduct

Complaints Policy

Special Educational Needs and Disabilities (SEND) Information Report

SEND Policy