

## Behaviour Policy Wansbeck Primary School School Specific Information

### **APPENDICES – To be completed by schools**

#### **APPENDIX A : Our Code of Behaviour**

##### **Our Code of Behavior**

The school community designed the following whole school Code of Behaviour:

Our whole school behaviour ethos sits around the principles we call our 'Three R's' The three Rs are **respect, responsibility and resilience**. Children are shown ways to behave that fit within these values and expectations across the school are sharpened around these principles. Children and staff create codes of conduct together for what these look like in each area of the school. For example: Show the three Rs in the lunch line by..... An example of these visual prompts is in Appendix.

Furthermore, children aim to achieve and display their TEAMS. Team is an important word at Wansbeck and reflects the way we are with each other. TEAMS stands for Teamwork, Enthusiastic Readers, Aspiration, Manners and Support of one another. Along with our three R's these shape our ethos system. Through regular PSHE, circle times and whole school assembly's all these key words are revisited to ensure the children know what these mean for both personal and learning behaviours. Children are also rewarded for achieving their TEAMS and showing their three R's

At the start of every academic year each class produces their own set of classroom rules which shows what our values and principles looks like in practice within their classrooms. This process must be done as a class and the children create their own positive set of behaviours that will be seen in the classroom e.g. We will always show respect by listening to the voice of other people. These classroom rules are revisited regularly to ensure full understanding. Circle times are used within the classrooms to build community along with addressing any ongoing issues – this may be a whole class problem solving circle

We believe that the relationship between class teacher and pupil underpins good behaviour. The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils. The children and adults are responsible for their own actions and the choices that they make.

Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

## **APPENDIX B : REWARDS AND SANCTIONS**

### **Building Community and Rewards**

Wansbeck Primary School is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact that members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways:

- Verbal praise
- Stickers and in class prizes
- Good work to be shown to a member of the SLT displayed on proud board
- Showcasing of work on displays in the corridors
- Good work certificates during Friday assemblies with parents invited
- Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents
- TEAMS tokens
- Wansbeck WONGA
- Dojo points
- TEAMS awards
- Bronze, Silver and Gold badges

All positives can be given by any member of staff who deems a child's efforts to be noteworthy

### **Building Community**

Community building and the promotion of value towards the community is given high priority in everything we do. Daily circles both build community and give children a voice to express their feelings and discuss both positive and negative emotions.

To build community across the school each child and member of staff is put into one of 6 teams. Siblings are placed in the same team and we call these are Wansbeck family groups. We come together in family groups throughout the year for different activities.

Children collect rewards throughout the term for their TEAM and at the end of the term the top TEAM get a reward for the whole team.

Individual rewards are given for the children who display the three R's and TEAMS all of the time.

### **Classroom Sanctions**

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process'(RP) pupils who are misbehaving are given where possible choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

Examples of sanctions include

- Children missing break/lunch time will be dealt with by their class teacher or phase leader. The children are to complete a piece of work designed to reflect on their behaviour and emotions this may take place in the reflection room or with the class teacher
- Exclusion from their class community (until a restorative circle can take place)
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources.

Reporting

- All restorative forms and incident reports must be filed in the class behaviour logs.
- The EWB Worker will monitor the behaviour logs to look for evidence of repeated behaviours.
- Serious incidents must be brought to the attention of the Headteacher.

## APPENDIX C : INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR

Step	Action	
Step 1	VERBAL WARNING	Child should be given a reminder of expectations in class in a positive manner and informed of next step if unwanted behaviour continues.
Step 2	YELLOW WARNING	Child will be given a yellow warning to be displayed. Remind child that a positive change in their behaviour will see that card return to green at the end of the session.  A child will be limited to two yellow card warnings within any one day. Any more than this will automatically move the child to step three.
Step 3	REFLECTION TIME IN ANOTHER PLACE IN THE CLASSROOM OR PARTNER CLASS	Child will be given a red warning and given reflection time. Move the child to another position within the classroom if appropriate to do so OR the child is to be relocated in the partner classroom OR Mrs Leedham to reflect on their behaviour with the support of a reflection form.  <b><i>Children must reflect on their behaviour and be given an opportunity to put it right.</i></b> Child then returns to the classroom with targets to put it right, e.g. explicitly laid out what 'good behaviour' in the classroom looks like. Reflection forms and behaviour logs to be written up and kept in the behaviour log in the classroom.

Step 4	DEPUTY or HEAD TEACHER	<p>If the child's behaviour is still unwanted after a period of reflection, the head teacher or deputy head teacher will be contacted to remove the child from the classroom environment.</p> <p>If child continues to have repeated red warning incidents (3 incidents) will lead to a meeting with the class teacher, member of SLT and parents. A behaviour care plan will be put in place for the child to support them with their behaviour.</p> <p>If a serious one off incident occurs, the Headteacher may decide upon an appropriate support or sanction.</p>
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	<b>Section Applies</b>	<b>Other Information</b>
<b>Introduction</b>		
<b>Purpose:</b>	√	
<b>Aim(s):</b>	√	
<b>Wider Trust aims/ethos:</b>	√	
<b>Consultation:</b>	√	
<b>Sources and references:</b>	√	DfE guidance and legislation
<b>Principles/values:</b>	√	
<b>Procedures</b>		
<b>Definition:</b>	√	
<b>Equality Impact:</b>	√	
<b>Health and safety:</b>	√	
<b>Teaching:</b>	√	
<b>Organisation:</b>	√	For Trust wide use.
<b>Homework/parent partnership:</b>	√	
<b>Resources:</b>	No	
<b>Monitoring and evaluation:</b>	√	
<b>Policy Key Information</b>	<b>Date</b>	<b>Other Information</b>
<b>Owned By</b>		Suzanne Wilson
<b>Original date</b>	Feb 2017	
<b>Approved By</b>		Date approved by operations committee
<b>Review Schedule</b>	Jan 2020	
<b>Amended dates</b>	Jan 2019	
<b>Minimum Review date</b>	1 year	



# **HCAT Behaviour Policy**

*(Including arrangements for exclusion)*

**Date issued: January 2019**  
**Ratified by the Trust Board:**  
**Review Date: January 2020**

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

## **HCAT Ethos**

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

Within HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. Restorative practices aim to build our community and to repair and strengthen relationships within our community.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see APPENDIX E for possible restorative statements and questions).

## **Aim**

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools

- Encouraged good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our restorative community
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation

### **The Responsibility of each HCAT school community**

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour and Discipline in Schools guidance, 2016.

Each schools' Code of Behaviour (See APPENDIX A) are worded positively to emphasise good behaviour. They are to be reviewed frequently involving pupils and referred to frequently.

### **Communication with parents and carers**

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Regular communications may include;

- Teachers speaking directly with parents either through organised meetings or informally on the playground/ at school events
- Regular parent consultation meetings that are a three way process involving the pupil (where appropriate) the teacher and parents/ carers
- An open door policy where parents are encouraged to consult with the school over matters of concern
- Dedicated parent events such as workshops, 'stay and..' events , coffee mornings, class assemblies, family sessions
- Regular general written communication via letters, the school website and social media (eg Twitter)
- Individual written communication eg annual reports

### **Promoting Responsible Attitudes**

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.



Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in a number of ways including;

\*Pupils being elected by their peers to represent their views on a range of matters and develop their understanding of democracy

\*Older pupils being given opportunities to support younger pupils for example on the playground

\*Pupils being given opportunities to support their peers throughout the school day

\*Pupils taking on positions of responsibility within the day to day running of the school

\*Pupils being given opportunities to be ambassadors, representing their school

### **Unacceptable Behaviour**

Within HCAT schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. Pupils take a leading role regarding information about bullying and prevention.

HCAT schools promote the concept of 'Fair Process' that provide a means for adults and pupils to measure unacceptable behaviour.

HCAT schools offer a range of rewards and sanctions detailed in APPENDIX B

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process'(RP) pupils who are misbehaving are given, where possible, choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

### **General Note**

1. At every stage the child should be involved in or informed of the action taken.
  2. Urgent or serious incidents should be referred straight to senior leaders within the school.
  3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
  4. Entries in logs should be factual and action/follow up should be recorded
- Behaviour logs should be used to keep updated records and submitted to CPOMS.

### **Low level unacceptable behaviour**

Each HCAT school has individual systems to deal with unacceptable low level behaviour detailed in APPENDIX C

## **High level unacceptable behaviour**

### **Exclusions**

At HCAT, we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school and the trust's behaviour outreach team. At this stage strategies are put in place to support the pupil to lead to effective change in the behaviour choices they make. Following this, if the behaviour continues to escalate, schools can make the decision for the children to attend an alternative HCAT school to reflect on their behaviour choices. This placement will be between 2 and 5 days. Schools can also present the case to a behaviour panel made up of senior staff from HCAT. At this point several options are available to the panel to suggest as ways forward. This may be that further work needs putting in place by the school or outreach team or that a referral is made for the pupil to receive more intensive support at the HCAT behaviour support provision. The HCAT approach to behaviour can be seen in the flowchart detailed in APPENDIX D. **Should formal exclusion be necessary the trust will follow the published statutory guidance for exclusions (Exclusion from maintained schools, academies and pupil referral units in England)**

### **Behaviour Support Provisions**

Two schools in the trust are identified as Behaviour Support Schools. The HCAT behaviour panel may decide a pupil requires additional behaviour support provision within their own school or another school's setting. This is carried out in consultation with parents. During this time bespoke work will be carried out with the pupil and their family to look for strategies and ways of ensuring the pupil can be successful back in their mainstream setting.

### **Peer on peer abuse**

At HCAT schools, we believe that all pupils have the right to attend school and learn in a safe environment. Pupils should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- sexual harassment

**These behaviours should never be tolerated or passed off as 'banter' or part of growing up.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council/ East Riding EHaSH.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with, in accordance with either HCAT's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If appropriate, sanctions as outlined in APPENDIX B, will be applied.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

### **Behaviour Beyond the School Gates**

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

***If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.***

### **Lunchtimes**

HCAAT schools have the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

### **Using force to control or restrain pupils**

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.
- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE.

'Reasonable force' is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

### **Screening, Searching and Confiscation**

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Monitoring and evaluating behaviour over time**

Incidents forms should be completed for :

- All racial and discriminatory incidents
- Acts of bullying and harassment
- Serious incidents
- Repeated low level incidents over a short period of time
- Any other incident which in the teachers judgement needs logging

HCAT schools have the responsibility for checking logged incidents on a regular basis and identifying any patterns.

### **Training**

School senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

### **Conclusion**

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff and governors will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement .

This policy will be monitored and evaluated by governors and staff on an annual basis.

### **Related internal and national guidance**

This policy should be read in conjunction with the following internal and national guidance:

#### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – September 2018
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – July 2017
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – January 2018
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013
- DfE: Sexual violence and sexual harassment between children in schools and colleges – December 2018

## **APPENDICES – To be completed by schools**

### **APPENDIX A : Our Code of Behaviour**

Our Code of Behaviour states;

(EXAMPLE)

- Speak kindly to others.
- Keep hands and feet to ourselves.
- Follow instructions.
- Look after and take care of property and equipment

### **APPENDIX B : REWARDS AND SANCTIONS**

REWARDS – (EXAMPLES)

The aim of rewards are to encourage good behaviour. They need to be appropriate in level to the needs of the pupils. These may include;

- Verbal praise
- Core value certificates and praise assembly
- Stickers and stampers
- Visit to a senior leader/Head for reward sticker
- Phone call to parent

SANCTIONS – (EXAMPLES)

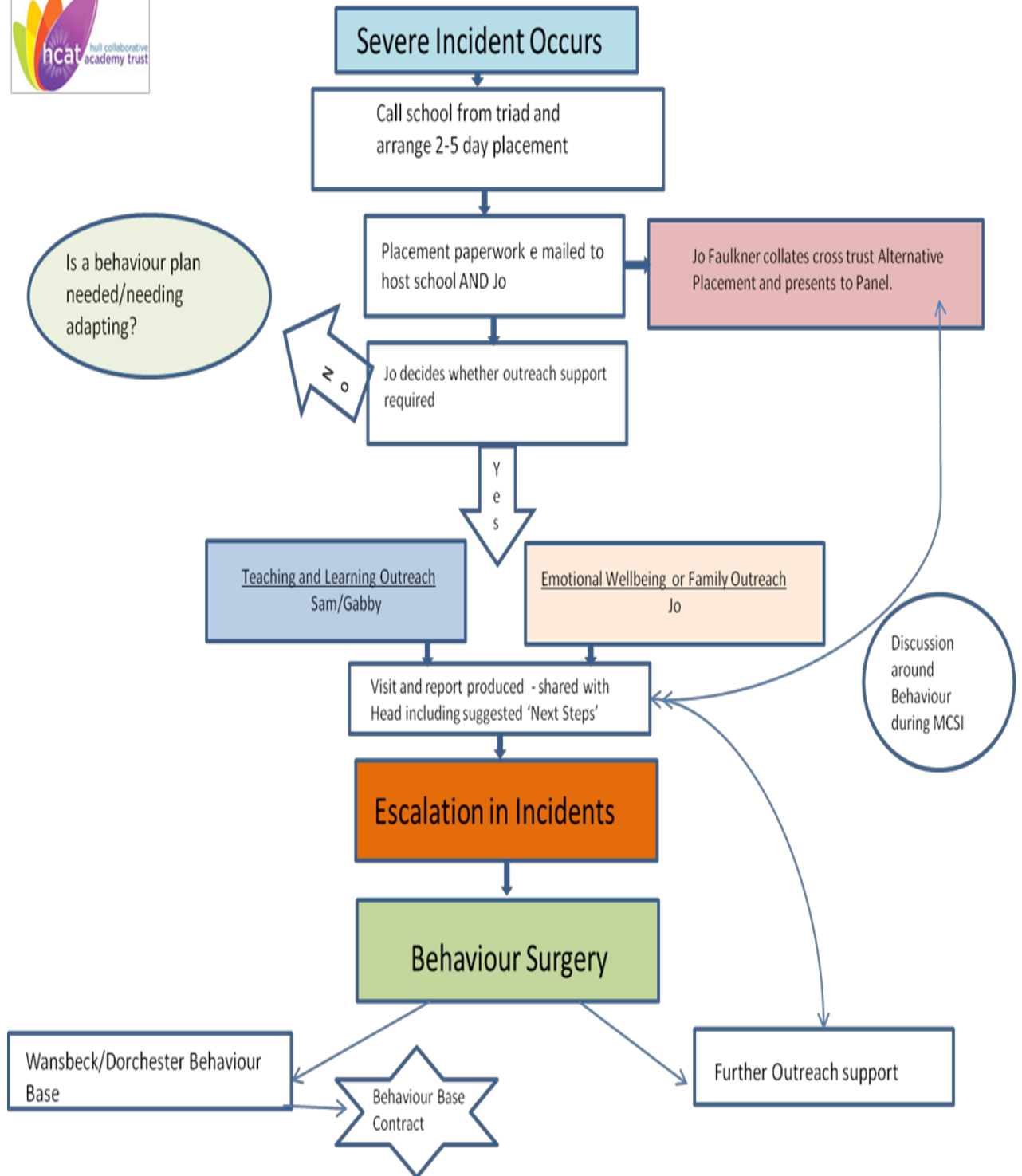
The aim of sanctions are to balance the system of reward. They should give clear signals to pupils about the consequences of inappropriate behaviour. These may include;

- Missing breaks or part of lunch hour
- Exclusion from their class community (until a restorative circle can take place )
- Completing work missed due to behavior in own time
- Spending time ' Repairing Harm' e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources

### **APPENDIX C : INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR**

- **Add Schools own system**
- Step 1

**APPENDIX D : HCAT BEHAVIOUR FLOWCHART**



## **APPENDIX E : POSSIBLE RESTORATIVE APPROACHES**

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

### **Statements**

I was very disappointed when you did that to John.  
I am upset and angry by what has just happened.  
I feel that all the work I have done has been wasted through your actions.  
I feel that (describe the action) was very disrespectful.  
I feel disrespected and angry when you ignore me.  
I am sorry that I misunderstood the situation.....  
I feel really proud of you when I heard.....  
I feel really pleased and encouraged that you made the right choice.  
I respected your honesty and thank you.  
I want to thank you for your cooperation.

### **Restorative Questions**

To be used by adults and children to support situations where harm as been done

### **Questions**

What happened? – followed by:  
What were you thinking about when you did that?  
How did your actions affect.....?  
How do you think.....felt about what you did?  
How do you feel about what you did?  
**How do you feel about what you did and the affect it had it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the pupil.

### **Minor Incidents**

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;



- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

**When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

**Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.

