



## Behaviour Policy

### **Purpose**

The purpose of this policy is to set out how we will manage behaviour within the school. This policy applies to all pupils including those with SEND.

### **At Waverley**

- Every child should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All children will be helped to take responsibility for their actions.
- School will make clear the expectations around behaviour and will apply these transparently and consistently.
- We will aim to identify as early as possible, potential barriers that may impact on learning and behaviour, and involve learners and their families in addressing these at the earliest opportunity.
- We will use this intelligence to support the learner and if appropriate, the whole family.
- We will seek to engage with learners and families through our in-school support, and external professionals, with the aim of improving outcomes. We will apply and follow the LA Tier approach 2019 to support this (see Appendix 1).
- Our staff and any volunteers will set a positive example to learners at all times and will apply the school's policy fairly and consistently in practice.
- Fixed-term and permanent exclusions may be considered in appropriate circumstances but will only be used if all other reasonable options have been exhausted **or** the level of misbehaviour deems that to be the most appropriate action in line with the definitions and sanctions set out below.
- The use of physical intervention will be a last resort and only used in accordance with this policy.

### **Legal considerations**

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#): paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- The DfE Statutory guidance on [Exclusion from maintained schools, academies and pupil referral units in England](#) sets out the legal framework that schools must adhere to when considering the exclusion of a pupil on disciplinary grounds.

### **Roles and responsibilities**

- **Governing Body** is responsible for reviewing this policy's effectiveness and holding the headteacher to account for its implementation.
- **Headteacher** will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Only the head teacher of a school can exclude a pupil and this must



be on disciplinary grounds.

- **Staff** are responsible for:
  - implementing the behaviour policy consistently;
  - modelling positive behaviour;
  - providing a personalised approach to the specific behavioural needs of particular pupils; and
  - recording behaviour incidents.Senior leaders and the Director of Pastoral support will support staff in responding to behaviour incidents.
- **Parents/carers** are expected to:
  - support their child in adhering to the behaviour policy;
  - inform the school of any changes in circumstances that may affect their child's behaviour; and
  - discuss any behavioural concerns with their child's class teacher promptly.

### **School aims**

- To be loving towards others developing empathy and social skills to enable children to understand why people behave the way they do, discussing with their peers difficult and challenging issues.
- To be respectful towards all members of the school and the wider community, encouraging good manners and acceptable codes of behaviour.
- To be honest in expressing our feelings and taking action to avoid or resolve conflict, encouraging tolerance and forgiveness.
- To be courageous in our development of self-discipline, resilience and independence.
- To be fair and consistent in our approach to positive behaviour and keep all children motivated through systems that reward positive behaviour.

### **Expectations for pupil behaviour**

To promote positive behaviour we encourage and teach children to:

- Understand and follow our school values and rules at all times
- Be resilient in all they do
- Move appropriately around school
- Be polite to adults and other children
- Develop strategies to deal with upsetting or aggressive behaviour
- Take responsibility for their behaviour, realising that they always have a choice
- Contribute to their own learning and be proud of their progress
- Celebrate differences and diversity
- Ask questions and challenge themselves to risk-take



- Report incidents of bullying behaviour involving themselves or others

## Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

## Behaviour management

The intention of our approach to behaviour management is to ensure that:

- our systems create a consistent approach to managing behaviour;
- we identify pupils showing persistent poor behaviour and if there are any underlying causes;
- we develop, implement and evaluate effective behaviour strategies and the teaching of good behaviour.

## School leadership

The Leadership Team follows the recommendations for 'Improving Behaviour in Schools' as outlined by the EEF (June 2019)



1. **Know and understand your pupils and their influences** – Understanding a pupil's context will inform effective responses to misbehaviour.
2. **Teach learning behaviours alongside managing misbehaviour** – Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.
3. **Use classroom management strategies to support good classroom behaviour** – effective classroom management can reduce challenging behavior, pupil disengagement, bullying and aggression.
4. **Use simple approaches as part of your regular routine** – use of specific behaviour-related praise and working with parents (early intervention) can support good behaviour.
5. **Use targeted approaches to meet the needs of individuals** – for pupils with more challenging behaviour, the approach should be adapted to individual needs.
6. **Consistency is key** – consistency and coherence at a whole-school level are paramount. Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will ensure:

- Classroom and resources are organised
- Systems are in place
- Circle time is used to build confidence and self esteem
- Work is at the appropriate level
- Children's individual needs are identified and met
- Effective relationships are established
- Children feel valued and listened to
- A restorative approach is used (attempted) to resolve conflicts.
- Children understand the systems for rewards and consequences

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment



- Be recorded and reported to parents, shared by Headteacher with the school independent safeguarding officer (CES).

### **Pupil Voice:**

- There will be an annual pupil survey.
- Our Director of Pastoral support is available to speak with children and regularly does so.
- The Headteacher will invite different groups of children to meet with her across the school year.
- The staff have a duty under the whistleblowing policy to report anything of concern to the Headteacher or member of the SLT. Staff may also contact the Chair of Governors if it is about the Headteacher.

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to take into account the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. (Tier 1)

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.(Tier 2)

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. (Tier 3)

### **Rewards**

Rewards and Strategies we may use to promote Positive Behaviour:

- Non-verbal cues: approving look, smile, nod, sign (e.g. "thumbs up")
- Verbal praise
- Private praise
- Public praise
- Stickers, stamps, comments written in journals
- Certificates
- "Sharing Good News" postcard home to parents
- Circle Time focus
- Achievers Assemblies,
- Showing good work to other teachers and classes
- Sharing good work with the Headteacher
- Special jobs
- A special responsibility
- Star of the Week/ Day
- Dip in the box (Raffle Tickets)
- Dojo points



## Sanctions

(Early Years):

- Early Years have a Dojo system of reward these run across the week with a reward of a pick from the class teacher's goodies box at the end of the week. The Dojo's reset and start from 0 each Monday. Children can have Dojo points taken away and for negative behaviour there is a time out spot with a 2-minute sand timer, at unstructured times outdoors, some children may need to hold a staff members hand for a short period (2-5 minutes) for repeated negative behaviour or behaviour which is harmful to another child.
- Parents will be informed about repeated negative behaviours over the course of the day/ days/ week.
- Repeated behaviours over time will also be shared with SLT, Director of Pastoral, SENCO so that observations, work and support can take place for the child, children in the class.

(KS1):

- Every child starts each day with their name on the green rocket.
- If a child shows negative behaviour the class teacher will speak to the child to remind them of the expected classroom behaviour, reinforcing positive behaviour choices to give the opportunity to stay on track.
- If a child shows repeated negative behaviour then their name is placed on the pink part of the rocket by the class teacher.
- If the poor behaviour continues, the child's name is moved to the red part of the rocket by the class teacher and the child spends a 2-minute time out with the teacher or key stage leader at breaktime.
- If the negative behaviour continues then additional time out will be spent outside of the classroom with a member of the senior leadership team or Director of pastoral who will speak with the child. Should the situation be serious enough to warrant it a member of SLT will contact parents.

(KS2):

- If a child shows negative behaviours the child is reminded of the behaviour they should be demonstrating and given a warning of the next step (name on the board) if the behaviour continues.
- If a child continues to show negative behaviours despite having been spoken to the child's name is placed on the school board (in KS2)– class teacher to speak with the child with another member of staff present re behaviour in order to listen, understand and give the child the opportunity to get back on track. If appropriate to behaviour/child/situation, the class teacher may give the child time out of the classroom at this point.
- If poor behaviour continues in EY's and KS1), the child's name is moved to the red traffic light and given time out in another class in phase. This will then be followed up with an appropriate consequence, such as loss of break time to finish incomplete work, homework, or owe time back for lesson disruption, for older children.



- If the child continues with negative behaviour during time out in another class in phase then a member of SLT will be called to decide appropriate further action.
- If a child is regularly being moved to the red traffic light then the class teacher may consider placing this child on report. The class teacher can decide a length of time which would be suitable for the child to be on report and they should discuss this with a member of the SLT, who will issue a report sheet.  
Repeat report offenders should be brought to the attention of/discussed with the SLT so that a decision can be made regarding further sanctions i.e. isolation to another phase.

## **Play/lunchtime**

At least two members of teaching staff/SLT will be present at breaktimes.

Negative harmful, abusive, aggressive behaviours, can be sanctioned immediately by any member of staff with time out in the yard. This should be approximately 5 minutes, but no longer than 10 minutes. If it is believed that negative behaviour at break/lunch time warrants an additional sanction (i.e. loss of club time) the class teacher and a member of the senior leadership team should be made aware of this incident and it logged on CPOMS system so that this can be followed up.

Where extreme behaviour occurs at break/lunch time a member of teaching staff/SLT **MUST** be informed so that appropriate action can be taken. This may include calling parents to school.

## **Exclusions**

We understand that any decision to exclude a pupil must be lawful, reasonable and fair. We will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

We will have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We will take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision will be arranged from the sixth day.

We recognise that 'informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, even if parents or carers were to agree. If a child is sent home in the school day this will be or form part of a fixed term exclusion.

## **Off-site behaviour**



Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. Parents will be informed of any activity out of hours where behavior in the community is unacceptable and would/could bring the school name into disrepute e.g. by the pupil wearing school uniform identifying them to the school.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Pupil transition**

To ensure a smooth transition to the next year, pupils have a full transition week (the last week of the summer term – as trialled July 19) with their new teacher(s). In addition, staff members hold transition meetings to information share.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour will be shared with new settings for those pupils transferring to other schools.

### **Staff development and support**

Behaviour management is part of continuing professional development.

### **Monitoring**

SLT will continually monitor the application and effectiveness of this policy. Appropriate revision and amendments will then take place, with the necessary consultation with staff and Governing Body.

### **Policies to be read in conjunction with the Behaviour Policy**

Complaint Policy  
Whistleblowing Policy

Note: The head teacher has the right to revoke the parents licence to be on the school site in the event of aggression, threat or violence to a pupil or staff member.





## Appendix 2

### The Rights and Responsibilities of Everyone in Waverley Primary School

#### **OUR PUPILS**

<b>Pupils Rights</b>	<b>Pupils Responsibilities</b>
<p>Be valued as members of the school community;</p> <p>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</p> <p>Make mistakes, and learn from them; Be treated fairly, consistently and with respect;</p> <p>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon; Be taught in a pleasant, well-managed and safe environment;</p> <p>Work and play within clearly defined and fairly administered codes of conduct; Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Respect the views, rights and property of others, and behave safely in and out of class;</p> <p>Co-operate in class with the teacher and with their peers;</p> <p>Work as hard as they can in class;</p> <p>Conform to the conventions of good behaviour and abide by school rules;</p> <p>Seek help if they do not understand or are in difficulties;</p> <p>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</p>



**The Rights and Responsibilities of Everyone in  
Waverley Primary School**

**OUR STAFF**

Staff Rights	Staff Responsibilities
<p>Work in an environment where common courtesies and social conventions are respected;</p> <p>Express their views and to contribute to policies which they are required to reflect in their work;</p> <p>A suitable career structure and opportunities for professional development;</p> <p>Support and advice from senior colleagues and external bodies;</p> <p>Adequate and appropriate accommodation and resources;</p> <p>To be treated with care and dignity from all members of our school community;</p>	<p>Behave in a professional manner at all times;</p> <p>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</p> <p>Show interest and enthusiasm in the work in hand and in their pupils' learning;</p> <p>Listen to the pupils, value their contributions and respect their views;</p> <p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</p> <p>Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</p> <p>Share with the parents any concerns they have about their child's progress or development;</p> <p>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</p> <p>Report suspected cases of bullying to a Designated Teacher for Child Protection. The head teacher must also be informed.</p> <p>Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken</p>



**The Rights and Responsibilities of Everyone in Waverley Primary School**

**OUR PARENTS**

<b>Parents/Carers Rights</b>	<b>Parents/ Carers Responsibilities</b>
<p>A safe, well-managed and stimulating environment for their child's education;</p> <p>Concerns dealt with sympathetically and efficiently;</p> <p>Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child;</p> <p>Be well informed about their child's progress and prospects;</p> <p>Be well informed about school rules and procedures;</p> <p>A broad, balanced and appropriate curriculum for their child;</p> <p>Be involved in key decisions about their child's education;</p> <p>A suitably resourced school with adequate and well-maintained accommodation.</p>	<p>Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead;</p> <p>Be aware of school rules and procedures, and encourage their child to abide by them;</p> <p>Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;</p> <p>Act as positive role models for their child in their relationship with the school;</p> <p>Attend planned meetings with teachers and support school functions;</p> <p>Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.</p>



## Appendix 3

### Causes of inappropriate behavior

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented below, Lehman, Hawkins and Catalan (1994).

#### **In school factors**

##### The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

##### The Child

- Tired due to lack of proper rest
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent

##### The Teacher

- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

#### **Out of school factors**

##### Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents/ step families etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction
- Death of a pet

##### The Neighborhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems
- Civic disturbance

**To be reviewed July 24**