

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

STATUTORY POLICY

Behaviour Policy

Staff consulted	November 2022
Ratified by Governors	24.01.23
Review Cycle	Every 3 years

Chair of Governors: Mrs K Bush	
Headteacher: Dr L Lawson	

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Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Aims

- At Dr Walker's C of E Primary School, we aim to have a safe environment, where each member of the community feels valued, secure, and respected and in which there is a joint approach and shared responsibility between all towards positive behaviour outcomes.
- We set high expectations of behaviour for all our staff and pupils, to promote good behaviour and excellent learning, within a climate of trust and mutual consideration and respect.
- We acknowledge that behaviour is a form of communication and therefore we foster a nurturing ethos in school to promote resilience and well-being of all.
- This policy aims to:
 - To provide a consistent approach to behaviour management
 - To define what we consider to be unacceptable behaviour, including bullying
 - To outline how pupils are expected to behave
 - To summarise the roles and responsibilities of different people in the school community with regards to behaviour management
 - To outline our system of rewards and sanctions

Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on: <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guidefor-primary-schools#annex-a-behaviour-principles>
 - ***Behaviour and discipline in schools***
 - ***Searching, screening and confiscation at school***
 - ***The Equality Act 2010***
 - ***Use of reasonable force in schools***
 - ***Supporting pupils with medical conditions at school***

- It is also based on the *special educational needs and disability (SEND) code of practice*. In addition, this policy is based on:
- *Section 175 of the Education Act 2002*, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- *Sections 88-94 of the Education and Inspections Act 2006*, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools should publish their behaviour policy online.
- **This Policy needs to be read alongside:**
 - *The school's Code of conduct*
 - *Complaint's procedure*
 - *Home-School Agreement*
 - *Safeguarding and Child protection Policies*
 - *Anti-bullying policy*
 - *SEND Policy*

Definitions

<p>Misbehaviour</p>	<ul style="list-style-type: none"> • Disruption in lessons, in corridors between lessons, and at break and lunchtimes. • Non-completion of classwork or homework. • Poor attitude. • Incorrect uniform. 				
<p>Serious misbehaviour</p>	<ul style="list-style-type: none"> • Repeated breaches of the school rules • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items. These are: <ul style="list-style-type: none"> • Knives or weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers • Fireworks • Pornographic images. • Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). 				
<p>Bullying</p>	<ul style="list-style-type: none"> • 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, therefore: <ul style="list-style-type: none"> • Deliberately hurtful • Repeated, often over a period of time • Difficult to defend against. • The school does not tolerate bullying of any kind. <table border="1" data-bbox="357 1962 1465 2096"> <tr> <td data-bbox="357 1962 592 2063"> <p>Emotional</p> </td> <td data-bbox="592 1962 1465 2063"> <ul style="list-style-type: none"> • Being unfriendly • Excluding • Tormenting </td> </tr> <tr> <td data-bbox="357 2063 592 2096"> <p>Physical</p> </td> <td data-bbox="592 2063 1465 2096"> <ul style="list-style-type: none"> • Hitting </td> </tr> </table>	<p>Emotional</p>	<ul style="list-style-type: none"> • Being unfriendly • Excluding • Tormenting 	<p>Physical</p>	<ul style="list-style-type: none"> • Hitting
<p>Emotional</p>	<ul style="list-style-type: none"> • Being unfriendly • Excluding • Tormenting 				
<p>Physical</p>	<ul style="list-style-type: none"> • Hitting 				

		<ul style="list-style-type: none"> • Kicking • Pushing • Taking another's belongings • Any use of violence
	Racial	<ul style="list-style-type: none"> • Racial taunts • Graffiti • Gestures
	Sexual	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Name-calling • Sarcasm • Spreading rumours • teasing
	Cyber-bullying	<ul style="list-style-type: none"> • Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.
Racial and Sexual Harassment	Racial harassment	<ul style="list-style-type: none"> • Is defined as violence which may be verbal and/or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality, or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.
	Sexual harassment	<ul style="list-style-type: none"> • May be defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender grounds and/or there is evidence of sexism.
		<ul style="list-style-type: none"> • All incidents of racial and sexual harassment should be reported to the Headteacher. • Incidences will be reported to the Local Authority (LA) if appropriate.
Derogatory Language		<ul style="list-style-type: none"> • Derogatory or offensive language is not acceptable and will not be tolerated. It will be challenged by staff and recorded and monitored. • Follow up actions and sanctions, if appropriate, will be taken for pupils, staff and visitors using any such language. • The casual use of derogatory language is recorded.
Prejudice-based Incidents		<ul style="list-style-type: none"> • This is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. • All prejudice-based incidents are recorded.

Roles and Responsibilities

Governing Body	<ul style="list-style-type: none"> • The governing body is responsible for reviewing and approving the written statement of behaviour principles (<i>see Addendum</i>). • The governing body will also review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.
Headteacher	<ul style="list-style-type: none"> • The headteacher is responsible for reviewing this Behaviour Policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (<i>see Addendum</i>). • The headteacher will also approve this policy. • The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and

	<p>will monitor how staff implements this policy to ensure rewards and sanctions are applied consistently.</p> <ul style="list-style-type: none"> All incidents of racial and sexual harassment should be reported to the Headteacher and will report these to the Local Authority (LA) if appropriate. 	
<p>Staff</p>	<p>Staff are responsible for:</p> <ul style="list-style-type: none"> Implementing the <i>Behaviour Policy</i> consistently. Modelling positive behaviour. Providing a personalised approach to the specific behavioural needs of particular pupils . Recording behaviour incidents on ScholarPack. Recording communications with parents/carers on ScholarPack. The school Leadership and Management Team will support staff in responding to behaviour incidents. 	
<p>Parents/Carers</p>	<p>Parents are expected to:</p> <ul style="list-style-type: none"> Support the school to manage behaviour and promote and reinforce the values of the school at home. Support their child in adhering to the pupil code of conduct. Inform the school of any changes in circumstances that may affect their child's behaviour. Discuss any behavioural concerns with the class teacher promptly. Recognise that, like all of us, their child may be guilty of inappropriate behaviour and to consider a balanced approach to resolving issues. Any abuse or stress placed from the parent towards staff on this matter may lead to a ban on premises for a set period of time – appropriate to the incident type (as agreed by the Chair of Governors with the Headteacher). In addition, parents/carers should consider that on occasion it can be difficult for staff to establish the facts of an incident and all adults should approach situations in a tolerant and forgiving way. 	
	<p>Discussing an issue concerning your child</p>	<ul style="list-style-type: none"> When possible, parents should speak to their child's teacher at a pre-arranged time. If the matter is to be discussed further, parents should make an appointment to see the Headteacher via the office. In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child. This may include considering a multi-agency assessment for pupils who display continuous disruptive behaviour.
	<p>Discussing an issue concerning another child</p>	<ul style="list-style-type: none"> If an incident has happened at school involving a child other than their own, parents should not approach/telephone other parents. Instead, they should inform staff how they are feeling and what their child's account of the incident was, but let staff deal with it in school. Approaching someone else's child to discuss an incident or "tell them off" because of their actions (whether alleged or observed) is not appropriate. If there are concerns about something that has happened in school, please speak to a member of staff promptly. Please note that staff will not discuss issues with parents involving pupils other than their own.

Behaviour Management

- The **Behaviour Policy** is for **all pupils**.
- We acknowledge that poor behaviour choices could be indicative of and/or be influenced by many underlying and/or external factors.
- Staff members, as professionals and with detailed knowledge of each child, may adapt their approach to implementing the **Behaviour Policy** and the language used to cater to pupils' individual needs and well-being in an attempt to develop self-confidence and show compassion and empathy.
- Parents/carers are encouraged to trust the professional judgement of staff, to meet the needs of all pupils within their care.
- Staff will respond to and use their professional discretion when dealing with inappropriate behaviour, in a firm and consistent manner.

- We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.
- We are committed to achieving a consistent response in the management of behaviour, through:
 - Working in partnership with parents/carers, by:
 - keeping them informed about disciplinary issues and rewards for good behaviour relating to their child; and
 - working with the school to achieve improvements in their child's behaviour when expected standards are not met.
 - Staff training, support, and development.
 - Induction of new staff.
 - Setting clear and consistent boundaries for classroom management developed in conjunction with pupils.
 - Having high expectations of self and others.
 - Modelling positive behaviours and clear expectations to each other.
 - Emphasising and rewarding positive reinforcement.
 - Making the right choices.
 - Expecting all to act in a respectful way to all other pupils and adults at school.
 - Ensuring the safety of and respect for pupils with SEND.
 - Rejecting any form of corporal punishment, including the threat of corporal punishment.
 - Monitoring of logs of administration of disciplinary sanctions.
- Discipline within our school stems from our Christian values as portrayed through our Core Values and School Golden Rules and by promoting the five British Values.
- We have adopted the positive behaviour system – '**Good to be Green**' alongside a **Restorative Practice approach**.
- Positive behaviour is rewarded with **House Points**.
- Negative behaviour is dealt with through consequences and sanctions, normally taking the form of reflection time out (also referred to as reflections).
- Any form of bullying, discriminatory behaviour or fighting will not be tolerated from any member of our school community.
- We promote mutual respect and consideration, free from disruption, violence, bullying and any form of harassment. by operating a "**Zero Harassment, Zero Prejudice**" policy in terms of:
 - Race
 - Religion
 - Sexual orientation
 - Gender
 - Disability
 - Nationality
 - Other

- Considering whether the exhibited behaviour is related to a potential safeguarding issue that may result in significant harm to the pupil. In such a situation, the school will refer to the Safeguarding Policy.
- Class teachers will discuss ‘green behaviours’ with their pupils and ensure that the school rules and “It’s Good to be Green” behaviour charts are displayed and used consistently.
- Class Teachers should regularly review the behaviour policy with the pupils to ensure that everyone is clear about our expectations.

School Core Values

- Our **CHRISTIAN VALUES** are reflected in:
 - Standing with **COURAGE** for what is right.
 - Using **CREATIVITY** in problem solving and making life beautiful.
 - Treating every person and everything with **RESPECT**.
 - Having **COMPASSION** for others.
 - Completing every task with **PERSEVERANCE**.
 - Taking **RESPONSIBILITY** for ourselves.
 - Living with **HOPE** for a better future.



Pupil code of Conduct - School Golden Rules

- Pupils are expected to follow our school’s **Golden Rules**.
- Pupils are given clear guidelines of the appropriate behaviour and expectations in all areas based on our **Golden Rules** which all staff expect the pupils to abide by.
- The **Golden Rules** are applied equally before school activities, playtimes, lunchtimes, lesson times, school trips and clubs that happen after school and during holidays.
- The school **Golden Rules** are on display prominently around the school and in the classrooms.
- The **Golden Rules** are regularly referred to in assemblies and throughout the school day.







In addition, pupils are also expected to:

- To make it possible for all pupils to learn in class.
- To accept sanctions when given.
- To refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Follow any altered routines for arrival or departure.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow expectations of moving around the school as per specific instructions.
- Follow school guidance on breaks or play times, and where children may or may not play.
- Follow instructions given regarding use of toilets.

House Names

- All pupils will be allocated to Houses, and work towards earning House Points.
- Our House names are:

			
Ants	Badgers	Locusts	Lizards

The House Names are referenced to the Bible, namely Proverbs 30:24-28:

- ²⁴There are four creatures on earth that are small,
but they are very wise *and we can learn from them*:
- ²⁵While **ants** are hardly a strong species,
they work constantly to store up food during the summer;
- ²⁶While **badgers** are animals without many defenses,
they are wise enough to make their homes in the rocky cliffs;
- ²⁷While **locusts** live without a ruler,
they all know how to move in formation;
- ²⁸While a **lizard** is easy enough to catch in your hand,
it is shrewd enough to enter the palaces of kings.

Curriculum

- We recognise that well planned, motivating lessons have a positive impact on pupil behaviour.
- The school will promote positive behaviour through the curriculum integrating the following elements into the school life, lessons, class discussions as well as assemblies.
- Whilst holding high expectations, we ensure that lessons are differentiated and adapted to meet pupil needs and abilities.
- Through PSHE, we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning.
- We implement the *Goodness and Mercy PSHE curriculum* alongside *Kapow* to support this and build a positive school ethos.

It's Good to be Green Behaviour Scheme and Restorative Approach

- We implement the 'It's Good to be Green' scheme, as it is an effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.



- The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class.
- Alongside the ‘It’s Good to be Green’ scheme, we use a **Restorative** approach to resolve conflict and prevent harm.
- A Restorative approach refers to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

The principle behind this system is:

- That teachers integrate a system within daily teaching to promote positive behaviour and effective behaviour management skills.
- Pupils who regularly follow the rules are noticed and rewarded.
- That all pupils can make positive choices about their behaviour and influence outcomes.
- In addition, the restorative approach furthermore develops emotional literacy and intelligence, by supporting those involved to develop 5 key areas:

1) Relationships	• Developing caring connections and finding common ground.
2) Respect	• Listening to others’ opinions and valuing them.
3) Responsibility	• Being accountable for actions.
4) Restoration	• Repairing harm that has been caused.
5) Reintegration	• Ensuring all remain included and involved.

The system allows for the following:

- A consistent approach that can be used by all staff.
- A whole class and individual reward system.
- Least intrusive approaches are used to manage behaviour.
- Teaching of specific behaviours and routines.







How it works:

- All pupils have a pocket with their name on.
- All pupils start with a **GREEN CARD** in their pocket every day.
- If pupils make positive individual choices about their behaviour or effort the staff inserts the appropriate coloured card. This moves incrementally: **BRONZE, SILVER** and **GOLD**.
- If pupils make negative individual choices, staff inserts the appropriate card. If they continue with these choices, the staff move the appropriate card down to **BLUE**, then **YELLOW** and then **RED**. This acts as a clear indicator to the child that they will need to consider their behaviour, and make positive changes to get back to green.
- If a child has had a bad day, they can start afresh the following day.



GOLD	• Positive behaviours displayed.	• Teachers congratulate pupils through oral praise statements.
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SILVER	<ul style="list-style-type: none"> Positive behaviours displayed. 	<ul style="list-style-type: none"> Distribution of stickers/certificates for pupils who demonstrate positive behaviours. Written praise in the marking of work. Displaying of work to build self-esteem. Deployment of responsibilities. Pupils are given an opportunity to share and show examples of their best work in assembly. Referral to Class teacher, SLT, Headteacher and governors. Contact with parents/carers
BRONZE	<ul style="list-style-type: none"> Positive behaviours displayed. 	
GREEN 	<ul style="list-style-type: none"> Fresh start - every child starts their day on a positive note with a GREEN CARD displayed in their pocket of the Class Chart. This re-enforces positive behaviours of having done the right thing. Positive behaviour is an expectation and thus for pupils to stay on GREEN without having to be rewarded an incentive. 	<ul style="list-style-type: none"> Arguing with an adult / Talking back to an adult Being silly and/or noisy in the line. Calling out. Fidgeting, rocking on chair. Ignoring instructions / Refusal to work. Interrupting learning. Non-verbal noise. Not lining up properly after break time. Poking or pushing. Running in school. Squabbling with peers. Walking away when spoken to by an adult. Wandering around. <p><u>First Warning</u></p> <ul style="list-style-type: none"> This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to the green card.
BLUE 	<ul style="list-style-type: none"> If, during the day, in lessons, or at break times, a child is warned of inappropriate behaviour, or has broken a school rule, then a STOP 'N' THINK CARD will be displayed over the top of the Green card. 	
YELLOW 	<p><u>INFORMAL SANCTION</u></p> <ul style="list-style-type: none"> If, a second warning is issued, then a YELLOW WARNING CARD will be displayed over the top of the Green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is already on a YELLOW WARNING CARD, and they must be told again of inappropriate behaviour, then there will be consequences. 	<p><u>Second Warning</u></p> <ul style="list-style-type: none"> This provides the opportunity for a pupil to start making the right choices so they can move back to the green. Staff look for opportunities to move pupils back to the blue and then green.
RED 	<p><u>FORMAL SANCTION</u></p> <ul style="list-style-type: none"> Sometimes, just the threat of moving a child onto a RED CONSEQUENCE card is enough to encourage them to behave appropriately. Persistent Level 2/ level 3 behaviour would equate to a RED CONSEQUENCE card, which would then have a consequence of loss of playtime at lunchtime. 	<ul style="list-style-type: none"> Bad / offensive language/comments. Dangerous use of equipment. Aggression on the playground. Graffiti. Leaving class without permission. Physical abuse. Fighting / Play-fighting. Stealing. Swearing. Threatening behaviour. Using inappropriate gestures.

	<ul style="list-style-type: none"> • A child who has received three RED CONSEQUENCE cards in a half term would be a cause for concern, and parents would be notified. • After 3 reflections, a meeting will be arranged between the parents and the class teacher. • After a further 3 reflections (thus 2 x 3), another meeting will be arranged between the parents, class teacher and the Headteacher/Management Team/SENCO/SENCO Assistant. • Persistent Level 3 or Level 4 behaviour could result in a temporary/permanent exclusion. • Behaviour Monitoring card to be issued for day or week. • Behaviour Support Plan to be drawn up if negative behaviours continue. • Where appropriate, referrals to external agencies to be considered. 	<ul style="list-style-type: none"> • Intentionally damaging equipment. • Violence <p>Reflection Time during lunch (using a Restorative conversation)</p> <ul style="list-style-type: none"> • Reception – 5 minutes • KS1 – 10 minutes • KS2 – 15 minutes <ul style="list-style-type: none"> • Pupil thinks of strategies to repair situation and reports back to a member of staff on duty. • On successful completion of the Reflection Time the pupil moves back to YELLOW and then GREEN. • All RED incidents must be recorded on ScholarPack under CONDUCT. • It is the staff member on duty's responsibility to add the details of the sanction to ScholarPack by the end of the day. • Physical incidences to be logged on an Incident report form. • Class teacher and/or SENCO Assistant to inform parents/carers of situation, steps required for improvement and next steps if there is no behavioural improvement. • In some cases, a meeting will be necessary with the Headteacher/ Management team/ SEND Team and Parents/carers to draw up an Individual Behaviour Plan. • Teachers will discuss the number of RED CONSEQUENCE card incidents at parents' evenings.
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Inappropriate behaviour

- Most of our pupils behave well and respond to our **Golden Rules**.
- This includes all the behaviours which are listed in the Reflection slip (see Appendix).
- However, when these are not kept, and they should be, this will not be acceptable, and a range of sanctions and consequences may be necessary.
- The purpose of the disciplinary process is to help the child behave in an appropriate manner for his / her own benefit, and for the wider school community.
- Pupils may sometimes need to be reminded of our **Golden Rules** and that they are responsible for their actions.
- If misbehaviour persists, depending on the nature of the misbehaviour, staff will judge the seriousness of an incident and apply sanctions accordingly considering the specific child in question and their professional judgement in line with this policy.
- Staff are reminded to deal with inappropriate behaviour consistently throughout the school.
- All staff members and volunteers may apply sanctions up to, but not including, the level of exclusion, which is reserved for the discretion of the Headteacher.

Sanctions and Consequences

- Should a pupil regularly be reaching **RED** status their parents will be informed.
- Their behaviour record will be analysed, and an appropriate sanction will be applied.
- The pupil will have either an in-school exclusion or even a fixed term permanent exclusion.

- It may be felt appropriate that the pupil may be added to the Special Educational Needs register and be given an One Plan which details any additional strategy that may be used to encourage the pupil to conform to the school behaviour code.
- Pupils who regularly get Red Cards for not following teachers' instructions cause a health and safety risk to all. They will be prevented from attending out of school clubs and off site school visits.
- There may be incidents that occur that are so extreme in nature it is felt that these must be referred immediately to the Headteacher or Management Team.
- Each case will be considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. In these cases, fixed term or permanent exclusion may be immediately applied.

Suspension

<p>Suspensions*** and Permanent Exclusion</p>	<p>INTERNAL suspension:</p> <ul style="list-style-type: none"> • In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. • Pupils may also be excluded from lunchtimes/playgrounds. • If a pupil receives three internal exclusions for ongoing aggressive behaviour and the disruptive behaviour continues, it will then be escalated to an external exclusion.
	<p>EXTERNAL suspensions:</p> <ul style="list-style-type: none"> • We do not wish to exclude any child from school, but sometimes this may be necessary. • The DfE has published Exclusions Guidance (2008,) and the school will refer to this guidance in any decision to exclude a child from school. • If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Leadership Team, in line with the Local Authority's 'Exclusion Guidelines'. • Pupil exclusions may be used for different lengths of time. • On return to the school a plan will be developed to support the pupil's reintegration into the classroom.
	<p>FIXED term and PERMANENT exclusions:</p> <ul style="list-style-type: none"> • Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. • All occasions where pupils are excluded, for disciplinary reasons, from regular school arrangements are subject to regulations and should be recorded and dealt with systematically. • In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. • However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.
	<p>Reasons for exclusions can include:</p> <ul style="list-style-type: none"> • Physical assault against adult • Physical assault against pupil • Verbal abuse/threatening behaviour against adult • Verbal abuse/threatening behaviour against pupil • Bullying • Racist abuse • Sexual misconduct • Drug and alcohol related • Damage

- Theft
 - Persistent disruptive behaviour
 - Other (specify):
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- Only the Headteacher has the power to exclude a child from school.
 - The Headteacher may exclude a child for one or more fixed periods.
 - In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.
 - It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.
 - If the Headteacher excludes a child, parents will be informed immediately, giving reasons for the exclusion and details of appeal routes.
 - The Headteacher informs the LA and the governing body about any fixed-term or permanent exclusion.
 - The pupil will be asked to remain at home in the first instance, this will be recorded in the pupil's school file.
 - On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour, and set systems in place for supporting the pupil in meeting those targets.
 - The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

****The term suspension is a reference to what is described in the legislation as an exclusion for a fixed period.*

Vulnerable Pupils – additional strategies

- The school recognises its legal duty under the **Equality Act 2010** to prevent pupils with a protected characteristic from being at a disadvantage.
- During their time at school some pupils will require extra support in managing their behaviour.
- At these times the behaviour strategy may need to be adapted to support identified vulnerable pupils.
- This will involve making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND.
- Consequently, our approach to challenging behaviour may be adapted/differentiated to cater to the needs of the pupil.
- The school will work closely with the parent/carer to identify the reason for negative behaviours and to support their child in making the necessary changes.
- Behavioural issues can be the consequence of an unmet educational or other need, requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEND policy.
- The school's SENCO (and/or SENCO Assistant) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 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.
- 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.

The power to use reasonable force or make other physical contact

- All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document '**Use of Reasonable Force**', published 2012.
- 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.

Incident Forms

- Pupil and adult incident forms are completed by all staff and passed to the Headteacher.
- The Headteacher and Management Team monitor these.

Screening and searching pupils

- The DfE has published “**Screening, Searching and Confiscation**” guidance (2011), which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods.
- In a rapidly changing environment, it is not possible to have an exhaustive list of banned items, but we will communicate regularly with parents on this issue if the need arises.
- However, we can be clear that alcohol, drugs, cigarettes, knives, and other weapons are prohibited.
- The school is not required to inform parents before a search takes place and does not need to seek consent.

Confiscation

- In this context, the school has regard to the DfE guidance “**Screening, Searching and Confiscation**” guidance (2011).
- Teachers are authorised to confiscate items which pupils should not have in their possession at school.
- In such circumstances, staff may follow one of the following options in relation to the confiscated items:
 - Returning items to pupils or parents after a given period (where possible at the end of the school day) for example, items banned from school, such as money, mobile phones, specific toys.
 - Destroying items, for example, pornography, tobacco, alcohol.
 - Handing items to the police, for example, banned substances, knives and weapons, stolen items.

The power to discipline beyond the school gate

- Students of Dr Walker’s C of E Primary School are always representatives of the school.
- They have a responsibility to act in an appropriate manner outside of the school as well as during school hours, particularly on the journey to and from school.
- Pupils therefore need to follow the school’s Golden Rules in school and when off site , e.g. on educational visits and residentials
- Standards of behaviour outside of school should be just as high as those expected inside of school.
- The standards of respect, courtesy, and politeness acceptable within school should be always shown to members of the public outside school by students, but particularly when they are clearly identifiable as members of Dr Walker’s C of E Primary School.
- We expect appropriate behaviour from students and parents/carers during school-organised or school-related activities, whilst travelling to or from school, whilst wearing school uniform or whilst in some other way identifiable as a student of Dr Walker’s C of E Primary School.

- When considering whether the school will implement a sanction for reported misbehaviour out of school, the headteacher will consider the context of the situation and the action that would have been taken if the offence had taken place on school premises.
- All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

Pupil transition

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

Code of conduct for visitors and parents/carers

Respect and concern for others and their rights:

- At our school, we are very fortunate to have supportive and friendly parents.
- Our parents recognise that educating children is a process that involves partnership between the home and school and understand the importance of good working relationships to equip children with the necessary skills for adulthood.
- We welcome and encourage parents/carers to participate fully in school life.

We expect parents and carers to show respect and concern for others by:

- Supporting the respectful and caring ethos of our school, by setting a good example in their own speech and behaviour towards all members of the school community.
- Working with the school to build positive relationships with its staff for the benefit of all our pupils.
- Approaching school staff to help resolve issues, by seeking to clarify a child's version of events with the school's view to bring about a peaceful solution to any issue.
- Demonstrating in own behaviour, that all members of the school community should be treated with respect and understand that even if there is conflict due to a member of staff's oversight, parents must remain calm and respectful.
- Correcting your own child's behaviour, especially where it could lead to conflict.
- Avoid using staff as threats to admonish children.
- Respecting the school environment, including keeping the school tidy by not littering, returning equipment that has been borrowed.
- Respecting and being considerate of the school's neighbours when parking in Walker Avenue.

In order to support a peaceful and safe school environment, school cannot tolerate:

- Disruptive behaviour, which interferes or threatens to interfere with the operation of a classroom, the office, the outside learning environment, or any other part of school grounds.
- Using loud and/or offensive language or displaying temper either face-to-face or over the phone.
- Abusive or threatening emails, phone, or social network messages.
- Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child to discuss or chastise them and physical punishment against your own child on school premises.
- Defamatory, offensive, or derogatory comments regarding school or any of the pupils/staff, at the school on Facebook or any other social sites.
- Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated.
- Dogs being brought onto school premises, apart from assistance dogs.

Concerns and Complaints

- We kindly request that you approach the school respectfully to resolve any issues of concern and to discuss and clarify specific events to bring about a positive solution.
- Any concerns you may have about the school must be made through the appropriate channels, by speaking to the class teacher in the first instance, so they can be dealt with fairly, appropriately, and effectively for all concerned.
- If you are not satisfied with the outcome, then it needs to be discussed with a member of the Management Team and/or Headteacher.
- Any complaints need to be dealt with by following the school's Complaints Policy.

Collaboration

- We would expect that parents would make all persons responsible for collecting children aware of this policy.
- Parents to inform the school in writing if someone else is to collect their child, as part of safeguarding procedures. A telephone call will not be suffice.

Should any of the above behaviour occur on school premises, the school may feel it necessary to contact the appropriate authorities and if necessary, even ban the offending adult(s) from entering the school grounds.

Allegations of Abuse against Staff/Adults Working in the School

- If an allegation of abuse is made against staff, please refer to the Safeguarding Policy.

- All children and adults have a fundamental right to be protected from harm.
- All allegations of abuse will be taken seriously.
- School staff have a positive role to play in child protection, as their position often allows them to be able to observe outward signs of abuse and changes of behaviour in children.
- Because of their role however, they are also open to accusations of abuse.
- Such allegations may be true, but they may also be false, misplaced, or malicious.
- If a member of staff does not wish to report an allegation directly, or they have a general concern about malpractice within the school, reference can also be made to the Whistleblowing Policy.
- The procedure complies with the framework for managing cases of allegations of abuse against people who work with children, as set out in relevant DFE statutory guidance.

Malicious accusations

- On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious the Headteacher will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy, this includes the possibility of temporary or permanent exclusion.
- Further actions regarding malicious allegations can be found in in the Safeguarding Policy.

Pastoral care for school staff accused of misconduct

- Handling instances of inappropriate behaviour can be stressful for the member(s) of staff involved.
- The Governors and Headteacher are therefore committed to ensuring that appropriate support is to be always provided.
- The school recognises that if a member of staff is accused of misconduct in this area, appropriate support must be provided in line with appropriate procedures.
- For example, an initial meeting will be called between the member of staff concerned and the Head teacher, so that their side of the story can be heard. This will allow next steps to be determined, in line with statutory guidance, school procedures etc.
- The school supports the staff receiving assistance from unions and other appropriate bodies.

Appendix - Examples of possible rewards for positive behaviour

- Our positive approach to behaviour reinforcement means giving praise to those pupils who are well behaved, polite, hardworking, and following our **Golden Rules**.
- In addition to verbal praise, we use house points to reward good behaviour.

<p>Informal low-key awards</p>	<ul style="list-style-type: none"> • Acknowledgement of appreciation. • Stickers. • Praise. • A positive comment written on children's work • Classroom rewards. • Headteacher's awards. • Tell colleagues, so they can reward the pupil verbally. • Sending children to the Headteacher and or Management Team for verbal praise or sticker. • Sharing the good news with parents/carers, e.g., by a phone call and/or written note. • Celebration assembly.
<p>Formal awards</p>	<ul style="list-style-type: none"> • Headteacher's awards • Specific external awards. • Weekly Friday celebration awards: <ul style="list-style-type: none"> • Writer of the Week • Reader of the Week • Mathematician of the Week • Scientist of the Week • STAR of the week.
<p>House Points</p>	<ul style="list-style-type: none"> • In addition to verbal praise, we use House Points to reward good behaviour. • Pupils will work towards earning House Points both individually and for their house. • Each classroom will have a House Point class list, for pupils' individual house points to be recorded. • At the end of week, the prefects will tally up house points earned. • Staff to also issue House Points to pupils at break and lunchtimes. • Each pupil will then have their name and/or photo added to the Golden Tree, which is located in the school library.
<p>House awards</p>	<ul style="list-style-type: none"> • At the end of each term, the house with the most points will be given a 15 minute extra playtime.

Appendix - Examples of consequences

- Low-level disruption should always be addressed with verbal and non-verbal cues before applying sanctions.

	Examples	Range of Possible Sanctions
Level 1	<ul style="list-style-type: none"> • Out of seat. • Rocking on seat, slouching. • Calling out. • Not listening/ paying attention. • Pushing, shoving in line. • Running indoors. • In wrong place. • Not working. • Not clearing up. 	<ul style="list-style-type: none"> • An initial disapproving look or gesture. • Informal gesture: eye contact, frown, gesture. • Moving the child to a different seat. • A private reminder about the behaviour we wish to see- inviting them to make the right choice. • A verbal reprimand. E.g., <i>“XXX, please remember one of our Golden Rules is that we listen to the person who is talking, thank you.”</i> • A verbal warning. E.g., <i>“XXX, this is a verbal warning. I need you to listen to the person who is talking. Please make a good choice, thank you.”</i> • Repetition of task/ completion of work in own time. • Movement down the ‘ladder’.
Persistent Level 1 & 2	<ul style="list-style-type: none"> • Distracting others. • Throwing small objects to distract – not to hurt. • Inappropriate physical contact, e.g., poking, flicking, pulling hair, etc. • Complains or mutters disruptively/ persistently. • Talking at an inappropriate time or asking inappropriate questions to disrupt. • Hiding work or resources. • Interfering with other’s property. • Minor deliberate damage (e.g., pencils). • Leaving the room without permission. • Lying. • Telling lies to get others into trouble. • Persistent rough play. 	<p>Reflection Time during lunch (using restorative conversation)_</p> <ul style="list-style-type: none"> • Reception – 5 minutes • KS1 – 10 minutes • KS2 – 15 minutes <ul style="list-style-type: none"> • Reflection: <i>“XXX, you have chosen not to follow my instruction. Therefore, I am giving you a Reflection slip”.</i> • Depending on the severity of the misbehaviour, Reflection time can be doubled (see Appendix: Reflection Slip). • Pupil to complete Restorative Practice Reflection Sheet.
Persistent Level 2 & 3	<ul style="list-style-type: none"> • Encourages others to misbehave. • Uses obscene words to offend. • Causes hurt intentionally. • Verbal abuse of adults. • Answering back or constantly questioning adult’s decision or request. • Refuses to obey instruction. • Destroys own work. • Destroys others’ work. • Insulting, name calling including racist and homophobic language. • Petty theft. 	<ul style="list-style-type: none"> • Loss of whole of Playtime or Lunchtime. • Behaviour discussion with the Headteacher / Management Team. • Parents informed - meeting with Class teacher to discuss. • Pupil placed on a report monitoring card. • Remove pupil: <ul style="list-style-type: none"> • from class • from key stage • to a senior member of staff • Pupil uses ‘time’ to try to make amends e.g., repairing property; re-doing work; apology • Parental involvement: The child may then be put on a report system where day-to-day

	<ul style="list-style-type: none">• Damage to property or equipment (including play equipment).• Threatens violence.• Bullying.• Stealing.	<p>incidents are logged, and parents are expected to sign it at the end of each week.</p> <ul style="list-style-type: none">• Fixed term exclusion.• Permanent exclusion.• For more serious incidents, any of the above sanctions may operate straight away including with the involvement of outside agencies.
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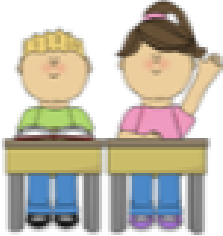


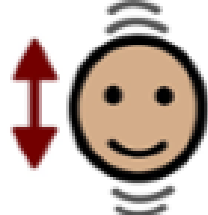

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 3:7

SLANT

S	Sit up straight.	
L	Listen.	
A	Ask & Question.	
N	Nod your head.	
T	Track the speaker.	

Appendix: Reflection Slip

Pupil name			
Class		Date	
Member of staff issuing reflection			

	GOLDEN RULE	REASON FOR REFLECTION	TICK (X)
1	Listen and tell the truth.		
2	Behave and do what is right.		
3	Use kind words, hand and feet.		
4	Be polite, kind, and respectful to all.		
5	Try our best and take pride in all we do.		
6	Walk around the school quietly and safely.		
7	Take care of school property and environment.		
8	Other		

<p>Reflection Time during lunch <i>*Grey area indicates a longer sanction. On some occasions, behaviours shown in grey boxes may result in exclusion (internal, fixed-term external or permanent external.)</i></p>	Reception	5 minutes
	KS1: Years 1 & 2	10 minutes
	KS2: Years 3, 4, 5 & 6	15 minutes

Member of staff on Reflection duty		Date	
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Parent signed		Date	
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Any comments			
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Appendix: Record of Restraint Form

Dr Walker's C of E Primary School

Record of Restraint Incident

Name of Child	
Class	
Date of incident	
Details of incident:	
Date form passed to Headteacher	
Date parents informed of incident	
Signature of person completing this form	

Appendix: Governors' Statement of Behaviour Principles

a) Rationale and purpose

- 1) This Statement has been drawn up in accordance with the *Education and Inspections Act*, 2006, and DfE guidance (*Behaviour and Discipline in Schools*, updated April 2013).
- 2) The purpose of the Statement is to provide guidance for the school's Leadership and Management Team in drawing up the schools' **Behaviour Policy**.
- 3) It is intended to help all staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the governors' support when following this guidance.
- 4) The **Behaviour Policy** is publicised to staff and families on the school website.

b) Principles

- The governors of Dr Walker's Church of England Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables:
 - a) all the pupils to make the best possible progress in all aspects of their school life and work; and
 - b) all staff to be able to teach and promote good learning without undue interruption or harassment.
- The **Behaviour Policy** is understood by pupils and staff inclusive of Expectations, roles and responsibilities.
- Adults, inclusive of staff, volunteers and parents/cares to set an excellent example to pupils by being good role models.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- **Staff and parents/cares are encouraged and supported to help pupils to take responsibility for their actions.**
- **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.**
- **Legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with SEND, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.**
- **Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy.**
- The governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.
- All members of the school community should be free from discrimination of any sort.
- The governing board also emphasises that any form violence or threatening behaviour will not be tolerated in any circumstances, by operating a "**Zero Harassment, Zero Prejudice**" policy in terms of: Race / Religion / Sexual orientation / Gender / Disability / Nationality / Other.
- The Headteacher may inform the police and/or other authorities, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyberbullying; criminal harassment.
- The Governing Body expects the **Behaviour Policy** to include the following:
 - The power to use reasonable force or make other physical contact.
 - Screening and searching pupils.
 - Confiscation.
 - The power to discipline beyond the school gate.
 - Code of conduct for visitors and parents/carers.
- Action to be taken against those who are found to have made malicious accusations against school staff.