



Behaviour Policy

Approval body:	Local Governing Committee West Walker Primary School
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Status:

Statutory policy or document	Yes
Review frequency	As determined by the Board
Approval by	As determined by the Board

Publication:

Statutory requirement to publish on website	No
If not, agreed to publish on website?	Yes – school

Version Control:

Revision Record of Draft Versions (delete this table when LGC agrees final version)			
Author	Creation Date	Version	Status
Governance Support Adviser (HH)	26 April 2019	0.1	First draft for proposed structure
Changed by	Revision Date	Version	Status
Director of HR and Governance (SH)	1 May 2019	0.2	Draft model policy structure for discussion with Headteachers.
Governance Support Adviser (HH)	10 May 2019	0.3	Amends to structure prior to consultation with headteachers.
Governance Support Adviser (HH)	22 May 2019	0.4	Amended with feedback from CEO.
Director of HR and Governance (SH)	23 May 2019	0.5	Further amendments to format.
Job title of person adapting model policy for their academy (Initials)	Add date	0.6	First draft by academy for consultation.

Revision Record of Issued Versions			
Author	Creation Date	Version	Status
Headteacher	15 July 2019	1.0	Final version agreed by Local Governing Committee for communication to staff, parents, pupils etc.
Changed by	Revision Date	Version	Status

Review Date	
Frequency	Next Review Due
Annual	July 2020

1 Purpose

The purpose of this policy is to set out how we will manage behaviour within the school.

2 Scope

This policy applies to all pupils including play group, Nursery and the ARC.

3 Policy statement

All academies within Newcastle East mixed multi Academy Trust (NEAT) are aligned to the whole trust vision which is:

“We belong to an innovative, sustainable trust working collaboratively with partners to share our vision and values that enables all learners within our influence to be well prepared personally, socially and academically for the next stage of their lives in a changing world.”

NEAT's commitment is that:

- Every learner should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All learners will be helped to take responsibility for their actions.
- Each school will make clear expectations around behaviour and will apply these transparently and consistently.
- Each school's policy will support positive behaviour and provide clear rewards and sanctions and interventions.
- 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, central trust-wide support and external professionals, with the aim of improving outcomes.
- Our staff and volunteers will set a positive example to learners at all times and will apply their 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.

4 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.

5 Roles and responsibilities

- **Local governing committee** 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 and middle leaders will support staff in responding to behaviour incidents.

Every member of staff has responsibility for behaviour and welfare however the following staff have designated roles and responsibilities:

Nichola Draper Headteacher
Jenny Stroughair Deputy Headteacher, SENCo, EY Co-ordinator
Chris Bourke Assistant Headteacher KS1 Co-ordinator
Claire Blair KS2 Co-ordinator
Simon Hill / Lynne Pearce Teachers in charge of the ARC
Lyndsey Warren Primary Welfare Officer
Oscar Gates Attendance Officer

- **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 the class teacher promptly.
- **Partnership working:** the school works with a range of external agencies including Intensive Family Support, the Primary Welfare Team, Educational Psychology, CYPS, Community Police and the Community Family Hub.

6 School aims: West Walker Primary School aims are in line with the NEAT aims.

7 Expectations for pupil behaviour

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including

when outside school

8 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.

9 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.

9.1 School Leadership

Senior leaders ensure that all staff members are aware of all relevant policies and procedures with regard to behaviour management across the school.

9.2 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Jenny Mosely Golden Rules in each classroom
- Develop a positive relationship with pupils, which include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.3 Physical Restraint

In some circumstances, staff may use reasonable force, in line with the Physical Restraint Policy, 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

9.4 Confiscation

Any prohibited items, either illegal and/or dangerous, found in a pupil's possession will be confiscated. Dangerous or illegal items, such as knives or alcohol will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items, for example, sweets and toys, will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

9.5 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.

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.

10 Rewards and sanctions

10.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Dojo points
- Letters, Dojo messages or phone calls home to parents
- Special responsibilities/privileges
- Golden Book stickers

The school may use one or more of the following sanctions in response to unacceptable behaviour in line with the School Behaviour Steps 1-5:

- A verbal reprimand
- Time out in another class or area of the school
- Expecting work to be completed at home, or at break or lunchtime
- Reflection time at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Putting a pupil on a Behaviour Report or Behaviour Care Plan

Behaviour Steps	Behaviour type (example)	Consequence
Step 1	Talking in class	Verbal reprimand
Step 2	Rudeness to member of staff	Withdrawal of privileges e.g. loss of playtime
Step 3	Constant disruption	Time out of class
Step 4	Fighting / Refusal to co-operate / Bullying	Internal isolation
Step 5	Violence / aggression	Fixed term exclusion

We may use a reflection room in school or in another NEAT provision in response to serious or persistent breaches of this policy.

10.2 Exclusions

The West Walker Behaviour Flowchart for Extreme Behaviour (Appendix I) in conjunction with statutory guidance will be followed regarding fixed-term and permanent 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.

10.3 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.

10.4 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.

11 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. 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 may also be shared with new settings for those pupils transferring to other schools.

12 Staff development and support

Our staff are provided with training on managing behaviour, including physical restraint as part of their continuing professional development.

13 Monitoring

West Walker Primary School will monitor the application and effectiveness of this policy, including how sanctions will be monitored to identify any inconsistency or potential discrimination, by senior leaders and the Governing Body.

This policy will be reviewed in July 2020.



Appendix I: West Walker
Behaviour Flowchart for Extreme Behaviour

(to be completed by member of staff dealing with the incident: copies to be provided to HT, incident to be recorded on CPOMs and form to be scanned and added as an attachment).

