



West View Primary School

Behaviour Policy

Policy approved by Governors: June 2017
Date for Review: Autumn 2019

Introduction

Schools have a statutory power to discipline pupils for breaches of school rules, failure to follow instructions or other unacceptable conduct. All teachers and staff in charge of pupils have the power to discipline.

(Section 91- Education and Inspections Act 2006)

1 Aims and Objectives

- 1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Fundamentally, the whole school community contributes to instilling six core values: passion, team-work, honesty, self-belief, respect and determination. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- 1.2 The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting strong relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all pupils fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote outstanding behaviour, rather than merely deter anti-social behaviour.
- 1.7 The school policy reflects the consensus of opinion of the governors, teaching staff, pupils and parents.
- 1.8 All staff, pupils and parents will be made aware of this policy and it will be available to read on our school website.

2 Rewards and Consequences

- 2.1 We praise and reward pupils for good behaviour in a variety of ways and in accordance with our six core values.
- 2.2 Teachers congratulate, reward and praise pupils.
- 2.3 Each week, one pupil from each class is chosen to be 'star of the week'; parents are invited to the celebration and watch as their pupils receive their certificates.
- 2.4 The 'buddy of the week' and 'playground buddies' receive certificates in celebrations assemblies; their photographs are displayed for all to see.
- 2.5 We award "family stars", stickers, points and stamps to reward pupils, either for consistent good work, good manners or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- 2.6 The school acknowledges all the efforts and achievements of pupils, both in and out of school. Certificates are presented for various things: attendance awards, music, swimming, academic and effort. Key Stage celebration assemblies take place fortnightly to present such awards.
- 2.7 Golden Rules are displayed in and around classrooms and referred to regularly.
- 2.8 The school has in place a number of consequences to deter pupils from breaking the rules, to maintain a safe, happy, positive environment. If rules are broken, a series of steps are followed which are well-known to the pupils and displayed in all classrooms. **(Appendix 1: A Consistent Steps Approach)**
- 2.9 The school does not tolerate bullying of any kind. If we discover that an act of bullying or

intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear.

- 2.10 For pupils who demonstrate persistent inappropriate behaviour, the school tackles it by using a structured approach detailed in **appendix 2: Procedures for Inappropriate Behaviour**.
- 2.11 All members of staff are aware of the regulations regarding the use of force by teachers, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff, those trained in Team Teach, only intervene physically to restrain pupils to prevent injury to another pupil, if a pupil is in danger of hurting him/herself, if the pupil is destroying property or is prejudicing the maintenance of good order. The actions that we take are in line with government guidelines on the restraint of pupils (**Appendix 3: Positive Handling Policy**). Paperwork is completed and parents are informed. All incidents are logged on CPOMs (a secure system for monitoring pupil protection, safeguarding and wider student pastoral welfare for schools).

3 The Role of the Class Teacher

- 3.1 It is the responsibility of class teachers to ensure that the school rules are enforced in their class, and that their class behave in a responsible manner during lesson time (**Appendix 4: Movement around School Including Classrooms and Work Areas**).
- 3.2 Class teachers should demonstrate high expectations of pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability.
- 3.3 They follow the steps system for their Key Stage.
- 3.4 The class teacher treats each pupil fairly, and enforces the classroom code consistently. Teachers treat all pupils in their classes with respect and understanding. Each day is a new start.
- 3.5 They are responsible for ensuring support staff under their direction follow the behaviour policy, using school systems and procedures.
- 3.6 If the class teacher thinks there may be an academic, social or emotional issue connected to a pupil's behaviour they will discuss the pupil with the SENDCo or record their concerns more formally on CPOMS. The SENDCo will refer pupils to appropriate external agencies; support and guidance will be given from the best resources possible within school or the local authority.
- 3.7 The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. They should also be the first to discuss any behaviour issues with parents on an informal basis.

4 The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Inspection and Framework Act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.
- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour, bullying and racial incidents. These incidents are recorded on CPOMS.
- 4.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may recommend to the governing body that they permanently exclude a pupil. These actions are extreme and very rare as we work closely with the local authority and cluster schools when pupils exhibit very challenging behaviour. We may ask another local school to assist us by accommodating pupils at risk of exclusion in a managed move or other temporary arrangement.

5. The Role of the Social Inclusion Manager & Support Team

The Social Inclusion Manager and team:

- 5.1 Support teachers by providing advice and guidance regarding pupils' behaviour, by implementing and monitoring the impact of behaviour diaries and by formally recording serious incidents.
- 5.2 Assist in the transition process by supporting individual pupils in a number of ways including forming nurture groups and organising early transition to secondary school.
- 5.3 Organise and transport pupils who need to use outside agencies because of inappropriate behaviour.
- 5.4 Monitor attendance by being responsible for first day response, home visits and escorting reluctant pupils into school.
- 5.5 Liaise with parents and outside agencies.
- 5.6 Signpost parents to relevant agencies.
- 5.7 Ensure pupils with SEMH (social, emotional and mental health) needs receive the support, as needed, for them to be fully included and receive the same learning opportunities as their peers.
- 5.8 Provide access to alternative provision when needed, either on site or off.

6 The Role of Parents

- 6.1 The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.
- 6.2 The school rules are always applied and our behaviour policy can be found on the school website.
- 6.3 We expect parents to support their pupil's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.
- 6.4 If the school has to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher, followed by a member of the Leadership team. If the concern remains, the Headteacher should be involved, and finally, if still unresolved parents should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The Role of the Governing Body

It is the Governing Body's responsibility to:

- 7.1 Notify the Headteacher if they want the school's behaviour policy to include particular measures.
- 7.2 Consult with the Headteacher, parents, staff and pupils on the Behaviour Policy.
- 7.3 Convene a Welfare Committee if a particular pupil is persistently prejudicing the maintenance of order and discipline, i.e. is at risk of exclusion, to meet with parents and discuss exclusion.

8 Fixed Term and Permanent Exclusions

- 8.1 We very rarely and reluctantly exclude pupils from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance (Exclusion from Maintained Schools and Academies in England: February 2015). We refer to this guidance in any decision to exclude a pupil from school.
- 8.2 Only the Headteacher has the power to exclude a pupil from school. A pupil could be excluded for one or more fixed periods, for up to 45 days in any one school year. In the case of a fixed-term exclusion (FTE), documentation is delivered to the home of the pupil on the first day of

the exclusion to be signed by the parent. A return to school meeting takes place with the parent and pupil before the pupil is returned to class.

- 8.3 In extreme and exceptional circumstances, the Headteacher may recommend to the Governing Body that they agree to a pupil being excluded permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 8.4 If the Headteacher excludes a pupil, parents and local authority (LA) are informed immediately, stating reasons for the exclusion. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs parents how to make any such appeal.
- 8.5 The Headteacher informs the LA and the governing body about any permanent exclusion, and also about any fixed-term exclusions.
- 8.6 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 8.7 The Governing Body has a Pupil Welfare Committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 8.8 When an appeals panel meets to consider exclusion, they consider the circumstances under which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 8.9 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.
- 8.10 The Headteacher will keep a record of their own actions and those of other staff.
- 8.11 If a pupil is failing to comply with the rules and expectations of school, the Headteacher may decide that the pupil and his/her peers would benefit from the said pupil spending a period in another setting. If this is the case, the Headteacher will decide on an appropriate length of time for the dual registration period, and appropriate work will be provided by the class teacher if requested, matching work within class as closely as possible.

9 Drug & Alcohol Related Incidents

- 9.1 It is the policy of this school that no pupil is permitted to bring any drug, legal or illegal, to school. If a pupil needs medication during the school day (minimum of 4 times daily), the parent or guardian should notify the school and ask permission for the medication to be stored and administered. For further guidance, please refer to the School's Medicines Policy.
- 9.2 Any pupil who is found to have brought into school any type of illegal substance will be punished by a FTE or possibly a permanent exclusion. The pupil will not be re-admitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher and the Police where applicable.
- 9.3 If a pupil is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. Police and Social Services will also be informed.
- 9.4 The school will take the misuse of any harmful substance very seriously. The parents or guardians of any pupil involved will always be notified. A pupil who deliberately brings harmful substances into school for the purpose of misuse will be punished by a FTE. If the offence is repeated, the pupil will be permanently excluded, and in both instances the Police and Social Services will be informed.
- 9.5 If any pupil is found to arrive at school and be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home and Social Services will be contacted.

10 Weapons

- 10.1 It is the policy of this school that no pupil should bring weapons or inappropriate dangerous objects into school. If staff suspect that weapons or dangerous objects are in school they will immediately confiscate them. If pupils refuse to hand in the item, staff will seek advice from the Headteacher who may grant permission for the pupil, or their belongings, to be searched.

11 Screening, Searching and Confiscating Items

- 11.1 School staff can search a pupil for any item banned under school rules. The DfE Guidance of February 2014 enables a member of staff to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. School staff have the power to search without consent for "prohibited items" including:

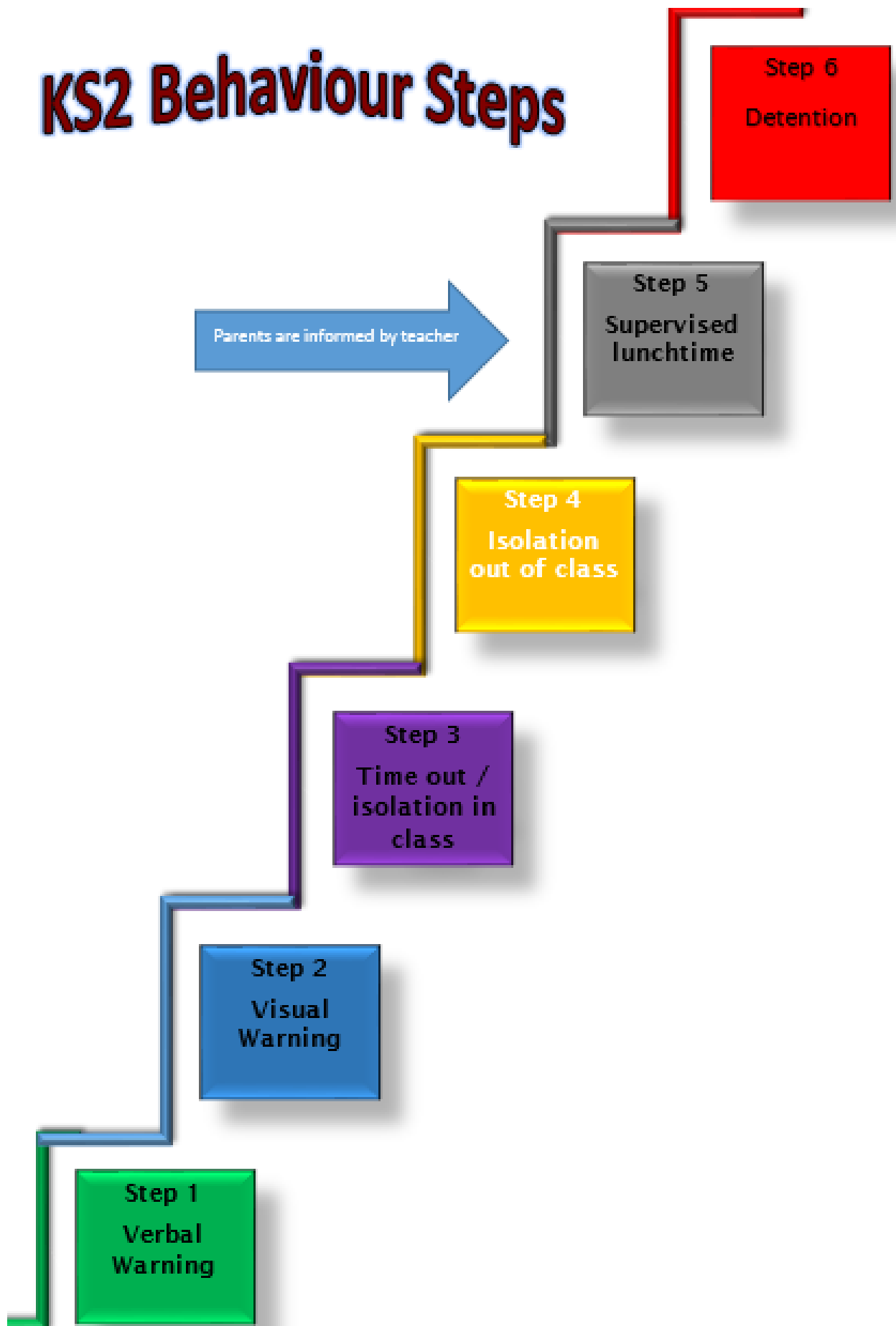
- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

- 11.2 The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or pupil pornography must always be handed over to the Police, otherwise it is for the teacher to decide if and when to return a confiscated item.
- 11.3 Mobile phones are not permitted at this school for pupils; however, if pupils bring them in accidentally or instructed to by a parent, they will be held securely until the end of the day by class teachers.

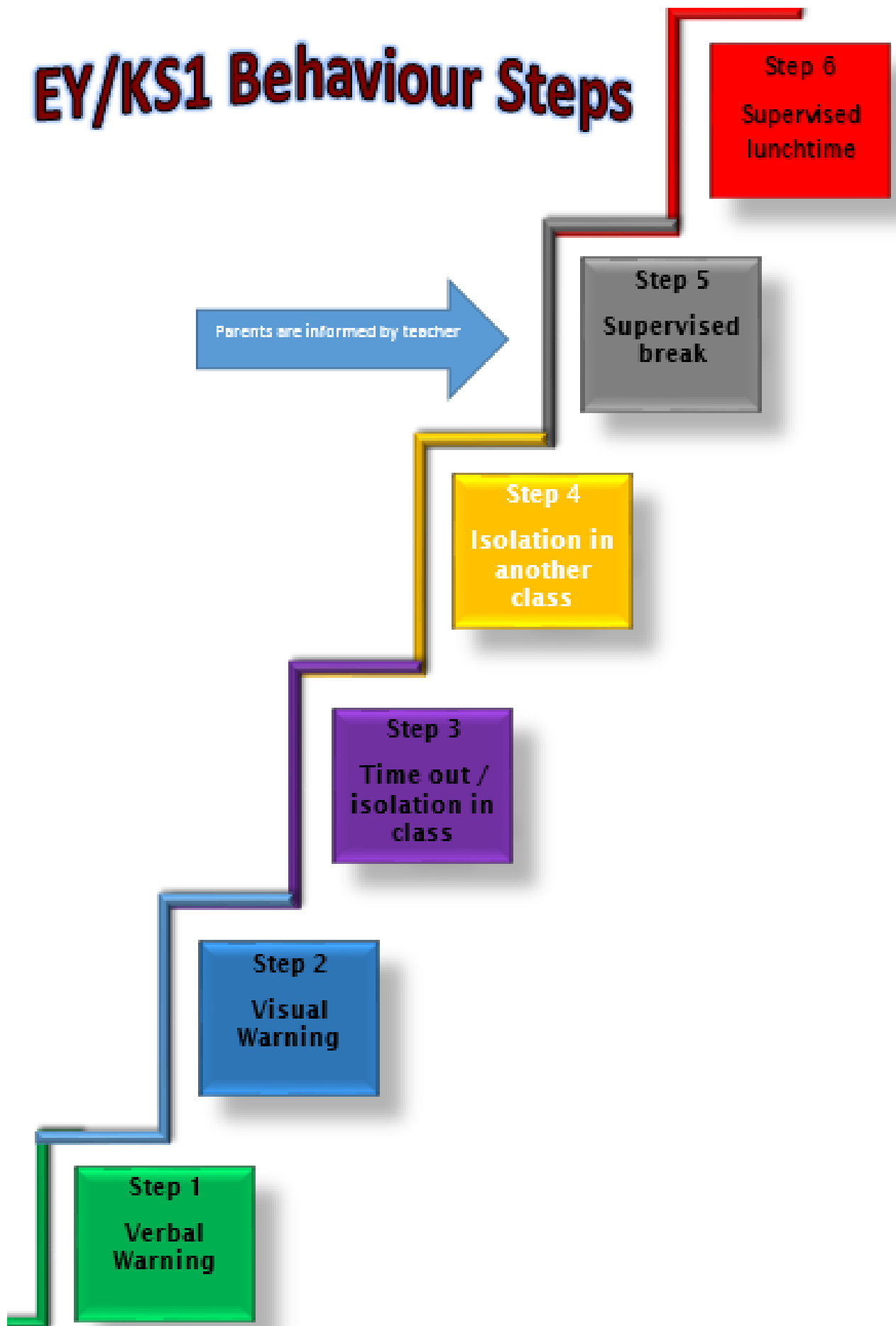
12 Monitoring and Review

- 12.1 The school keeps comprehensive records concerning incidents of misbehaviour using a central communication system (CPOMS).
- 12.2 The Headteacher keeps a record of any FTEs and permanent exclusions.
- 12.3 It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. It will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the guidance of the Equality Act and that no pupil is treated unfairly because of race, gender, disability or ethnic background.

KS2 Behaviour Steps



EY/KS1 Behaviour Steps



Appendix 2: Procedures for Persistent Inappropriate Behaviour

Red Cards (Step 6):

Red cards can be issued without going through steps 1-5, by any member of staff for the following:

- * Extreme violence
- * Extreme disrespect and verbal abuse, including use of swear words
- * Stealing
- * Damage to property or premises
- * Intimidation and threatening behaviour

The consequence of a red card is a detention in KS2 and a supervised lunch in EY/KS1. It is completed the same day and parents are informed. A detention only takes place with the full support and permission of parents.

During detention, pupils are required to complete a written task in silence. The task is designed to help them reflect on what happened and the reasons behind the incident. The information is discussed with the person supervising the detention before the pupil goes home.

All detentions and supervised lunches are logged on CPOMS and tracked by the Deputy Headteacher and Inclusion Manager.

If a pupil has 3 red cards in a half-term, a meeting is held between the parent and school. The Inclusion Manager conducts the initial meeting. During the meeting, behaviour plan A will be implemented.

Behaviour Plan A

A six week programme commences:

- A behaviour diary in KS2 or behaviour chart in EY/KS1 is issued where targets are set and reviewed daily – teachers and SLT are all involved in this record.
- A 3 week review will take place with the Inclusion Manager, child and parent.
- A 6 week review will take place with the Inclusion Manager, Assistant Headteacher, child and parent.
- Other strategies/services that may be used concurrently to help pupils modify their behaviour are: West View Project, 1-1 sessions, in-class support from teaching assistants and access to Oasis.

If, after 6 weeks, behaviour has improved, some of the above strategies may continue and the pupil's teacher continues to monitor. If behaviour has not improved, behaviour plan B is discussed at the review meeting.

Behaviour Plan B

A range of strategies and services are considered:

- A behaviour & positive handling plan will be put in place.
- A fixed short-term arrangement (*respite provision*) could be made with either Dyke House, St. Hild's, a Trust school or within West View Primary, for the pupil to be educated separately from his/her peers.
- A referral to a parenting programme to support the parents if appropriate.
- Professional therapeutic play from ABC Counselling Services.
- West View Project 6 week programme.
- Fixed term exclusion.

A managed move or formal exclusion is considered if a pupil has had both behaviour plans, worked with an outside agency and has shown no improvement in behaviour.

Appendix 3: Positive Handling Policy

Aim:

The main aim of Positive Handling is to establish a school community which supports pupils whose behaviour requires some form of physical intervention (in conjunction with the school's behaviour policy).

1. Principles behind Positive Handling Techniques:

1.2 It is recognised that there may be occasions when an individual pupil's behaviour has deteriorated to the point where they are not only posing a danger to themselves but also to others. Even though all aspects of the school's behaviour policy may have been strictly adhered to and carried out, there could be times when the situation has become untenable. On these infrequent occasions it may be necessary to use Positive Handling techniques to remove the pupil to a place of safety in order for the situation to be calmed and resolved.

2. Troubled Pupils

2.1 We recognise the fact that a small minority of pupils will make the wrong choices and may leave the classroom, building or even the school site when frustrated or when in crisis. The procedure is therefore as follows:

- a) Stay calm and escalate to a senior member of staff if need be
- b) Never leave an unsupervised group or class to pursue an absconding pupil: use a sensible pupil to alert someone to help if no other adults are around
- c) If the pupil leaves the building but stays on school grounds, monitor from inside and if there is a risk of injury or damage to property, physically intervene (in accordance with Team Teach training)
- d) Never start running after a pupil: this may result in a chase situation
- e) Try to talk to the pupil if the situation allows as often talking can help them to calm down
- f) If the pupil is not at risk of physical harm then monitor from afar if they are unresponsive to talking
- g) If the pupil leaves the school site and cannot be located, alert a member of SLT who will either contact parents or the Police by dialing 101. They will assist in the search.
- h) Log all details afterwards on CPOMs.

2.2 Pupils displaying this type of behaviour will be subject to a behaviour & positive handling plan. These are produced by class teachers using a template; it is shared with all staff working closely with the pupil and with parents.

3 Responsibilities of Staff Dealing with Physically Disruptive Pupils:

3.1 In all cases where it is necessary for adults to remove pupils from a potentially dangerous situation by physical means, it must be remembered that the pupil concerned is still owed a duty of care and that the least physical intervention is still the most desirable course of action. The adults concerned in the physical act of removing a pupil to a place of safety also owe themselves a duty of care to ensure that they too are not placed in a position of harm by their actions.

4 Positive Handling Procedures:

4.1 Depending on the age of the pupil and the degree of physical intervention deemed necessary, the type of contact between staff member and pupil will vary and will take the form of a hold which has been approved for use in such circumstances. (See Approved Physical Intervention Techniques).

- 4.2** In the event of a situation deteriorating to the extent that physical intervention is required, the member(s) of staff involved initially should normally seek the assistance of another member of staff. This is particularly important in the case of staff members dealing with pupils of the opposite sex. It is also important that staff members have a witness that no excessive physical intervention techniques have been employed and that due consideration is given to the safety of pupils and staff during the duration of the incident.
- 4.3** Used correctly, positive handling techniques are designed to protect both pupil and staff member, but staff who have a physical problem or disability should automatically seek help from another member of staff before attempting to apply the learned techniques. This also applies to female members of staff at any stage during a pregnancy.
- 4.4** Staff members should also take care when using physical intervention by ensuring that their hands are free from any implements which may cause injury to the pupil. Any jewellery or wrist watches likely to scratch or cause injury to the pupil or staff member during an incident where physical intervention has been deemed necessary, should also be removed.
- 4.5** The following list consists of five holds which have been approved for use during physical intervention situations, and two holds which are approved if the staff member needs to extricate him/herself from a hold placed on them by a pupil:
- The friendly hold
 - The single elbow hold
 - The double elbow hold
 - The outside elbow hold
 - The wrap

5 Recording of Incidents when Physical Intervention has Been Used:

- 5.1** After any incident which has necessitated the use of physical intervention techniques, a record must be made as soon as practicable. For this purpose the staff member involved will need to write a brief account of the incident on the appropriate form as well as recording it on CPOMS. Records are filed and kept by the Inclusion Manager. The details should include the events which led up to the incident, the appropriate measures taken prior to the incident and the name of any adult witness or staff member who assisted at the time of the incident.

6 Positive Handling & Behaviour Plans:

- 6.1** Those pupils who are most likely to require positive handling will already have a behaviour plan in place. In the plan, all adults who work with these individual pupils are named and their role is clearly stated. A number of possible scenarios are detailed and possible courses of action. These plans are shared with parents to allow them the opportunity to ask any questions relating to positive handling and their child's behaviour. There should be no surprises if positive handling is used for a particular reason.

Appendix 4: Guidance on Movement around School Including Classrooms and Work Areas

Start of the Day: Meet & Greet

Pupils enter school with an adult meeting and greeting them at their entrance. Pupils may come into school from 8:45am to stagger their arrival; they are to be met with a breakfast snack and a smile.

Start of Lessons

Pupils are supervised by teachers as they enter school after a break or assembly. Pupils walk quietly through school to get to their designated work area.

Coats and bags are put away tidily.

All pupils are encouraged to settle down quickly and purposefully to teacher/pupil directed tasks.

Pupils sit quietly while the register is marked.

During Lessons: Positive Behaviour for Learning

The whole class is monitored at all times. Teachers are mindful of how they position themselves in the classroom to ensure they maintain an overview of all groups and individuals. Firm boundaries are set by teachers and teaching assistants. Different noise levels are acceptable at different times of the day and dependent upon task and groupings.

All pupil movement in the classroom is controlled.

Acceptable standards of presentation, concentration and behaviour are insisted upon.

When teachers speak, they insist on pupils giving them their complete attention using the phrase: "May I have your attention please?" or something similar. This is used by all staff although some teachers incorporate other strategies such as clapping or showing hands.

Seating is arranged so that pupils work sensibly with one another, and do not distract or annoy others in the class or group.

Positive behaviour is encouraged and recognised rather than always responding to inappropriate behaviour. Confrontation is avoided wherever possible; adults use calm voices.

Pupils do not leave the classroom without the knowledge of the class teacher, nor are pupils sent out of the classroom in response to poor behaviour, unless they have been sent to isolation.

There are times, however, when it will be necessary for pupils to work or perform tasks in isolation as part of their development both academically and socially. On these occasions of trust it will be necessary for the teacher setting the task to lay down firm ground rules for the pupils concerned, and for the staff to support the pupils in this area of their development.

All work areas are kept tidy and should be left ready for the next group to use.

Movement around School

These are suggested procedures for large groups:

- Call the group together using the familiar phrase – "May I have your attention please?"
- Use a raised hand for the larger group to all respond to, by raising their hand and being quiet.
- Give out instructions and set expectations.
- Make sure all pupils are settled before setting off.
- Set points to walk to and wait.
- Encourage a pupil to hold the door for others to pass through.
- Try to have no more than one class meeting at any point at any one time.
- Use corridors/walkways correctly, keeping to the left where possible.
- Encourage pupils to pick up fallen articles of clothing as they pass rather than walk over them (thank them for doing so).
- Think about your position to allow maximum supervision of your group as they move around or position adults at the front and back of the line where possible.
- Encourage the concept of personal space. In due course this should lead to sensible self-

disciplined movement around school as the pupils mature.

Suggested procedures for individual pupils;

- Choose appropriate individuals for messages. There should always be at least two pupils.
- Make sure messengers know they can enter any classroom.
- Encourage the use of good manners: e.g. wait until a teacher is ready to respond; use of please and thank you etc.
- Remind the messengers of what is expected of them as they move around the school. (Ensure that they know where they are going).
- If messages to classes can wait until a break, do wait in order to minimise lesson disruption.