Much Wenlock Primary School

Behaviour Policy

We value each and every child and celebrate their individuality.

Approved: Summer Term 2023

Contents

Introduction

This policy is derived from The 3-18 Education Trust model policy. Each school in the Trust has adapted relevant sections, which are specific to their setting, their context, their phases and their operational procedures.

This is therefore a Trust-based policy, contextualised for individual schools.

Purpose

The 3-18 Education Trust believes that good behaviour in schools is central to a good education. In order to become accomplished, resilient and compassionate young people when they leave us, all young people must feel confident enough to take risk and make mistakes.

However, in order to full reach their potential, our pupils require clear boundaries and support so that they can learn in a calm, safe and supportive environment and are protected from disruption.

It is our aim that every member of the trust's community – pupils, staff, parents, governors, trustees, the wider community - feels valued and respected, and all stakeholders must be treated fairly. We expect **all** members of our community to set an example to others in order to establish the highest standards of behaviour.

In so doing we aim to promote good behaviour, self-discipline and respect, prevent bullying and ensure our pupils complete their work to the best of their ability. Ultimately, our aim is to prepare our pupils for life after school.

Our Behaviour Principles

In all schools in The 3-18 Education Trust, we expect there to be:
- a whole school approach to behaviour, with simple, clear and well communicated expectations;
- high expectations of pupils' conduct and behaviour, which are commonly understood by staff and pupils and applied consistently and fairly to help create a safe and fair environment;
- support in place from school leaders for school staff in managing pupil behaviour;
- targeted interventions to improve pupil behaviour and support for pupils to help them to meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
- proportionate action taken to ensure that pupil behaviour does not disrupt the learning of others;
- a culture in which bullying, physical threats or abuse and intimidation are not tolerated so that all pupils are safe and everyone is treated with respect;
- systems in place to ensure that any incidents of bullying, discrimination, aggression and derogatory language are dealt with quickly and effectively;

- a clear understanding from staff of their responsibilities, as set out in Part 1 of Keeping Children Safe in Education 2022, to provide a safe environment in which pupils can learn.

Roles and Responsibilities

The role of school leaders
The school leadership team in all trust school should be highly visible with leaders engaging with pupils, parents and staff on setting and maintaining behaviour culture and an environment where everyone feels safe.

Leaders also play a crucial role in ensuring that staff understand behavioural expectations, induct any new staff thoroughly and provide regular CPD for staff to support them to meet their duties within the behaviour policy.

Leaders meet regularly to monitor and review behaviour incidents logged on CPOMS and appropriate actions are put in place. These findings are reported to governors at the termly governor's meetings.

The role of teachers and staff
Staff have an important role in developing a calm and safe environment for pupils and in establishing clear boundaries of acceptable pupil behaviour. Staff in all of our schools should also challenge pupils to meet the school expectations and should consider the impact of their own behaviour on the school culture.

The role of pupils
Every pupil in all of our schools should be made aware of the school behaviour standards, expectations, pastoral support and consequences processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules. Pupils should be asked about their experience of behaviour and provide feedback to school leaders.

The role of parents
Parents have an important role in supporting each school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about the management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Staff Induction and development
All new staff are provided with an up-to-date behaviour policy. Specific training is provided for staff if required.

Behaviour Expectations and Pupils with SEND and/or Disability

All schools in our trust will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Schools need to manage pupil's behaviour effectively, whether or not the pupil has underlying needs and behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

As far as possible, we aim to anticipate likely triggers of misbehaviour for pupils with SEND and/or disability and we put in place support to prevent these.

Responding to Good Behaviour

Acknowledging good behaviour encourages repetition and rewards provide an opportunity for staff to reinforce the school's culture and ethos. Therefore, we would expect all schools in our trust to have in place rewards procedures and processes in place to reward good behaviour.

At Much Wenlock Primary School we use a range of strategies to respond to good behaviour including:
- Giving verbal praise and written praise
- Stickers (from class teachers, other staff, head teacher)
- House Points
- Star/s of the week celebrated in weekly assemblies
- Individual reward systems run in each class as decided upon by the class teacher
- Email messages to individual parents
- Headteacher rewards
- Certificates
- Use of Social Media to celebrate children's achievements.

Responding to Misbehaviour

When a member of school staff becomes aware of a misbehaviour, we would expect them to respond predictably, promptly and assertively with their first priority being to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques can be used to help prevent further behaviour issues arising. It is everyone's responsibility in schools to respond to behaviour incidents.

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school.

When considering whether a sanction is reasonable, we would expect all staff in our trust to consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special

educational needs or disability they may have, and any religious requirements affecting them.

At Much Wenlock Primary School the following procedures are used to combat unacceptable behaviour in class:
- Use of individual class behaviour system (names up/down, missing few minutes of golden time) suitable for the age of the children
- Moving children to alternative place within class.
- Missing part of breaktime
- Sending child to near year group class teacher for a short time out. Record on CPOMS by class teacher and shared with Head Teacher. Class teacher to liaise with parents/carers if deemed necessary.

If inappropriate behaviour continues over a period of time, class teacher and senior member of staff to discuss appropriate behaviour strategies to be put in place.

Supporting pupils following a sanction
Following a sanction, strategies are considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. The specific strategy will be tailored to the needs of the individual child and the severity of the incident but may include:
- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve.
- Meeting between all children involved (if appropriate) and the learning mentor to discuss how the situation could have been avoided,
- A phone call with parents
- A meeting with parent, child and Learning Mentor
- Implementation of a behaviour plan
- Follow up meetings with the Learning Mentor to monitor behaviour
- Use of outside agencies to support children

Specific Behaviour Issues

The school will not tolerate any form of hate crime including racist, homophobic bullying and bullying related to gender, disability and religion. All incidents will be investigated fully, older children will be asked to give statements if appropriate. Children will then be educated as to why this kind of behaviour is not acceptable. If behaviour persists or was serious/deliberate, parents will be informed and action taken. Complaints will be registered on CPOMS and reported to the Head Teacher who will then inform the relevant authorities. The Headteacher ensures that all serious incidents of misbehaviour are recorded.

The Use of Reasonable Force

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' means 'using no more force than is needed.'

Members of staff in all our schools have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline at the school among pupils.

Headteachers and authorised school staff may also use such force as is reasonable when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been used to commit an offence or cause harm.

Screening and Searching

All Trust schools adhere to the DfE 'Searching, Screening and Confiscation, Advice for schools' document, published July 2022. Please refer to this document for further guidance or clarity on the process.

School staff in all of our schools can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. Staff should consider whether the confiscation is proportionate and consider any special circumstances to the case.

Children's property will be searched if staff has reason to believe they contain dangerous or inappropriate items, such as (but not exclusively): knives, weapons, aerosols, nuts, animals, mobile devices, pornography etc.

Removal From Classrooms

Removal is where a pupil, for serious reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but it should still be meaningful for the pupils.

Removal from a classroom is considered to be a serious sanction and should only be used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be distinguished from the use of separation spaces (sometimes known as nurture rooms) for non-disciplinary reasons (e.g. where a pupil is taken out to regulate his or her emotions).

All schools in our trust collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. Separately, it is expected that our schools collect data to identify patterns relating to pupils sharing any of the protected characteristics to ensure the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

Behaviour Outside of School Premises

According to '*Behaviour in Schools 2022'*, schools have the power to sanction pupil for misbehaviour outside of the school premises to such an extent as is reasonable.

The school works alongside parents and, if applicable, other agencies to deal with incidents of behaviour outside of school. Agreed actions and / or sanctions are put in place to ensure the behaviour is minimised. The school curriculum is designed to help children stay safe outside of school.

Preventing Recurrence of Misbehaviour

All schools in our trust adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This support may be delivered outside of the classroom, in small groups or in one-to-one activities.

CPOMS is used to record behaviour incidents and concerns. The Senior Leadership Team monitor and review recorded incidents every Term to identify any patterns arising and appropriate strategies or actions are put into place.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan and then review the needs of the pupil and the impact of the support being provided. If the pupil has an EHCP, early contact with the Local Authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an Early Help assessment is required.

Anti-Bullying Statement

At the heart of our work on behaviour is a zero-tolerance approach to any form of bullying and we take bullying seriously. We want everyone in our community to understand the value of good choices. All schools in our Trust believe that everyone has the right to feel welcome, safe and happy and we are committed to ensuring that all members of the school communities are able to achieve their potential without the fear of being bullied. Bullying of any kind is never acceptable and will not be tolerated.

We will seek to educate any individual who acts against our expectation in order to develop more positive behaviour and we will support all those who are the victims of unkindness.

The Anti-Bullying alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'* The trust supports this definition, whether it is physical or emotional.

It is the responsibility of all members of the school communities to implement the anti-bullying procedures and it is our aim to prevent bullying by establishing a positive environment and encouraging standards of behaviour that promote a sense of responsibility, for the welfare of others. Pupils, parents/carers and staff should understand that reporting instances of bullying is essential and be assured that they will be supported.

The use of technology to intimidate others is an increasing national trend and that such forms of bullying will also be dealt with robustly under each school's anti-bullying procedures.

Monitoring and Evaluating School Behaviour

We expect all schools in our trust to monitor and objectively analyse behaviour data at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour using this data to forward plan and further improve behaviour within schools.

Policy Monitoring and Review

Monitoring
The Chief Executive Officer and Deputy Chief Executive Officer will monitor the outcomes and impact of this policy/procedure on an annual basis.

Review

Member of Staff Responsible	Chief Executive Officer/Deputy Chief Executive Officer
Relevant Guidance/Advice/Legal Reference	Behaviour in schools, September 2022, Education and inspections Act 2006 Education Regulations 2014 Searching, Screening and Confiscation, Advice for schools July 2022.
Policy Approved By	Trust Board
Date of Policy	Summer Term 2023
Review Period	Annually
Date of Next Review	Summer Term 2024