



Behaviour Policy including exclusions

Accepted by Trustees in: October 2020

Due for next review in: October 2023

www.woodsideschool.co.uk

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying and cyber-bullying
- Outline **how children are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- 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:

Maintained schools, pupil referral units and non-maintained special schools insert:

- 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
- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

The key principles:

- **Setting good habits early:** we help all of our children to establish regular punctual attendance and good behaviour from the start, involving parents/carers in the process
- **Early intervention:** intervention is prompt if there is poor behaviour or unexplained absence so it is clear that these are unacceptable

- **Rewarding achievements:** a positive recognition of individual pupil, class or year group achievements in good attendance and behaviour is essential
- **Working with parents/carers:** we encourage all parents/carers to support good attendance and behaviour through Home/School Agreements, regular communication, early intervention, etc
- **Involving pupils:** all children are expected to support and re-enforce our whole school approach to behaviour management through an open culture of disclosure and ownership
- **Commitment to equal opportunities:** it is important that all parents/carers and children know of our equality policy and our drive to enable all children to achieve to their full potential and ability regardless of gender, religion, culture, faith or special need
- **Identifying underlying causes:** we strive to identify and understand the reasons for any inappropriate behaviour, bullying or poor attendance if it ever occurs. It is crucial to identify if there is a correlation with teaching/learning issues.

3. Mission statement

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best.

Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

4. Our values

Creativity
Aspiration
Respect
Empathy

5. Definitions

At Woodside School we encourage a culture of high standards, achievements and expectations. We are an inclusive, aspirational school where children, families, staff, trustees and the wider community learn together in an atmosphere of co-operation and tolerance. All adults in school are responsible for managing behaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Defiance and refusal to follow adults' instructions
- Poor attitude
- Incorrect uniform (including hairstyles and jewellery)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules (three or more incidents of misbehaviour recorded)
- Any form of bullying, including cyber-bullying

- Verbal and physical assault
- Verbal and physical aggression/threatening behaviour
- Vandalism
- Theft
- Racist, sexist, homophobic, obscene or discriminatory language/behaviour
- Inappropriate sexual behaviour
- Possession of any prohibited items. These include:
 - Knives or weapons
 - Illegal drugs
 - Stolen items
 - Alcohol, tobacco and cigarette papers
 - Fireworks
 - Inappropriate images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to cause injury or damage to property or any person

4. 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, therefore:

- 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

Please see our Anti Bullying Statement on our school website for further information.

5. Roles and responsibilities

5.1 The Trustee Board

The Trustee Board is responsible for approving this policy and for monitoring this behaviour policy's effectiveness, and for holding the Headteacher to account for its implementation as part of a programme of policy review.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy and for reporting the effectiveness of the policy to the Board.

The Headteacher and Associate Headteachers 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.

5.3 Staff

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents/carers are expected to:

- 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

6. Pupil code of conduct

School rules are guiding principles in our day-to-day functioning.

The rules are in relation to safety and the maintenance of good order. They are not negotiable unless we as a school decide to change them.

- We walk quietly around school. Running can cause accidents and noise can disturb other people.
- We are always kind, polite and respectful to others. Rudeness and name-calling are hurtful.
- Fighting does not solve problems. We should all think before we act. We will seek help from a trusted adult or older child if necessary.
- Swearing and bad language upsets people. We think before we speak.
- Bullying is totally unacceptable. Anyone who thinks that they are being bullied should seek help straight away.
- We all respect other people's property. We leave toys and valuable possessions at home unless staff agree that we can bring them in.
- We all look after and care for our school. We keep it tidy and a place that we are all proud of.
- Nobody has the right to make us unhappy or prevent us from learning.

A major principle which underlies the ethos of our school is that we work closely with parents/carers. We are a team working for the better education of the child. Parents/carers are involved at an early stage if concerns about behaviour, punctuality or attendance arise. Parents/carers are made aware of their responsibilities in regard to their child's conduct and the positive role they can play in encouraging improvement.

7. Behaviour Management/Rewards and Sanctions

It is much more positive to consider the use of rewards in recognition of positive behaviour. Verbal recognition is very positive in reinforcing good behaviour. We recognise and reinforce positive behaviour at all times.

This positive approach to behaviour management is much more likely to succeed than a negative one. The vital catalyst in developing and maintaining high standards of behaviour, positive attitudes and good order is the dedicated, professional, hardworking practitioner who strives to set a positive example and role model at all times.

Curriculum tasks are not given as sanctions as this undervalues the curriculum and may encourage a negative view of learning. However, if the child has failed to fulfil or complete a task in a reasonable time it might be appropriate to ask him/her to complete the activity in their own time.

In the same way, areas of the curriculum are not withheld as a punishment e.g. stopping games or swimming. The whole of the broad curriculum is compulsory and is not withheld from any child unless there is special disapplication of any area.

Any sanction or punishment is reasonable and appropriate to the offence and in accordance with the Equality Act 2010. Children are never "over punished". Punishment is based upon a judgement of the incident, not the individual. It is a vital principle that everyone is treated fairly and equally within the framework of this document.

Sanctions can also be applied where appropriate for non-criminal offences committed on the journey to and from school. Criminal offences will be referred to the police.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Stickers and/or certificates as appropriate (House Awards, Star of the Week, Headteacher Awards, Trustees' Awards etc)
- Letters or phone calls home to parents
- Special responsibilities/privileges
- End of year awards

Dealing with negative behaviour

All children's behaviour is managed as part of the day-to-day management of our school. Day-to-day behaviour management strategies may include:

- Tactical ignoring while encouraging on-task behaviour
- Restating the rules
- Praising examples of other children's good behaviour
- Distractions or diversions, such as asking questions
- Giving simple choices leaving the child with responsibility for the consequences
- Relocating the child's work station

However, if a child's behaviour/conduct begins to cause concern he/she is managed on our five-stage behaviour support programme.

Stage 0

Universal - behaviours are managed informally by the class teacher and support staff and are not recorded.

Stage 1

The class teacher manages the behaviour and informally makes the year leader aware of the situation. The class teacher begins to keep a class diary recording key incidents/patterns of behaviour.

The class teacher talks to the child and sorts out the problem in the classroom. The emphasis is much more high profile. The teacher may withdraw a break time for a limited period of time. This sanction is recorded in the teacher's class diary.

Stage 2

The class teacher continues to manage the behaviour and formally refers the issue to the year leader. Both the class teacher and the year leader deal with the situation. The class teacher and/or year leader notifies the parent. The Headteacher and Associate Headteacher(s) are informed.

The class teacher and year leader see the child and make it very clear that the situation is getting serious and that the Headteacher and Associate Headteacher(s) are aware. Further sanctions in school e.g. further withdrawal of privileges.

The class teacher talks to the parent and explains the problem and reminds them of the school rules, the Behaviour Policy and our behavioural expectations. Action already taken at Stages 1 and 2

is explained and the parent is reminded of the principles of our Home/School Agreement and is talked through dated entries in the class diary (i.e. evidence rather than anecdote). A discussion regarding the parent's role in working with the school in helping to improve the child's behaviour takes place.

*If the behavioural issue concerns a child in the year leader's class, then he/she may seek support from another year leader at this stage and beyond.

Team leaders may issue a short 'time out' if the child is disrupting the learning of others.

Children in Key Stage 1 will spend no more than 10 minutes out of class. For Key Stage 2 children this will not extend beyond 30 minutes.

Stage 3

The class teacher and the year leader both see the parent. The Headteacher and Associate Headteacher (s) are informed formally.

The year leader and class teacher see the parent and child on a formal basis and he/she is given an outline of the problem and a warning that if things do not improve then the child will be referred to the Headteacher/Associate Headteacher and more formal disciplinary measures will be taken. The parent is reminded of their responsibilities in regard to their child's behaviour in school.

The parent, year leader and class teacher agree an Individual Behaviour Plan for the child. The year leader or class teacher undertakes to keep in weekly contact with the parent by telephone or the child is given a Home/School Book. The parent is asked to read the book each night and comment as necessary. This meeting and arrangements for keeping in contact with parents/carers are recorded in the class diary.

Stage 4

The child is seen by the Headteacher/Associate Headteacher(s) formally in the Headteacher's office. The parent is invited in to discuss the deterioration of the situation with the year leader, Associate Headteacher(s) and class teacher. They go over all of the support that has been given and the action that has been taken in Stages 1-4.

The child is seen by the Headteacher/Associate Headteacher(s) in the Headteacher's room. The child is dealt with more firmly. The meeting is recorded in both the child's Home/School Book and the class diary.

Stage 5

The Headteacher/Associate Headteacher(s) formally sees the parent and advises them of the seriousness of the situation and warns them that the child is likely to be excluded from school if any further serious incident of negative behaviour occurs.

The Headteacher/ Associate Headteacher(s), year leader and/or class teacher see the parent and the child and express their concern at their child's behaviour/attitude. They go over all of the support that has been given and the action that has been taken in Stages 1-5. The school and the parent agree an Individual Behaviour Plan for the child. They go through the class diary and the Home/School Book. They inform the parent of their responsibilities in regard to their child's behaviour. The parent is advised as to the serious nature of the situation and that if there is no improvement in the child's behaviour then he/she may be excluded from school for a fixed period of time if a further serious incident occurs. Consideration is made of the withdrawal of further privileges at home. This meeting is formally recorded in the class diary. The Headteacher formally records this meeting for her own records.

At Stage 5 the Headteacher/Associate Headteachers may issue an internal exclusion. This would involve the child being removed from their class/year group for a fixed amount of time.

A further serious incident is likely to lead to the child being excluded for a fixed period of time of not more than 5 days. Such an exclusion would be in accordance with the legal requirements for exclusion as defined by the Department for Education. Parents/carers have the right to appeal against an exclusion and the school would always provide information to parents/carers on how appeal could be activated at the time of the exclusion. The local authority is informed and the whole of this process is formally recorded.

If a further serious incident occurs, then the period of exclusion may be more than 5 days or permanent. A decision to exclude a child for a fixed period or permanently will only be taken:

- in response to serious breaches of this Behaviour Policy
- once a range of alternatives have been tried and failed
- if allowing the child to remain in school would seriously harm the education or welfare of the pupil or of others in the school.

All support staff work and act within the expectations of this policy but need to refer to relevant teaching colleagues any pastoral/behavioural concerns they may have.

The Headteacher and/or Associate Headteachers will intervene at any stage if the incident is deemed serious.

A serious incident of misbehaviour may result in exclusion without the above stages being followed. This can be up to 15 days per term or 45 days in an academic year.

7.2 Off-site behaviour

Sanctions may be applied (following this policy) where a child 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.

7.3 Malicious allegations

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

Please refer to our Child Protection and Safeguarding Policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

7.4 Physical restraint

In some circumstances, staff may use reasonable force to restrain a child 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

7.5 Confiscation

Any prohibited items (listed in section 3) found in children's' possession will be confiscated. These items will not be returned to children.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents/carers, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

7.6 Pupil support

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

The school's special educational needs co-ordinator will evaluate a child 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 child, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, children have transition sessions with their new teacher(s) in the summer term. 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 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 children transferring to other schools.

9. Training

Our school ethos and positive approach to behaviour management is made clear to all candidates at the interview stage. As part of the induction process, our Behaviour Policy, alongside our Child Protection & Safeguarding Policy, is discussed.

Behaviour management forms part of every member of staff's continuing professional development. Staff working directly with children receive training of positive behaviour management including de-escalation strategies. This training also includes safe and proper use of restraint, though this is only ever used as a last resort.

Staff may also request additional targeted training according to the needs of children they are working with.

Senior leaders and our pastoral team will always support staff with behaviour management at any level.

10. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Full Trustee Board every 3 years. At each review, the policy will be approved by the Headteacher.

11. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti-bullying Statement
- Managing Unacceptable Behaviour of Parents, Carers and Visitors Policy
- British Values Statement
- SEND Policy
- Single Equality Policy