



CHILTERN
LEARNING
TRUST

Behaviour policy and statement of behaviour principles

Wootton Primary School



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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#)
- [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:

- 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

This policy complies with our funding agreement and articles of association.

3. Definitions

The most successful interaction with pupils is when it refers to the rules and is therefore not directly aimed at the pupil personally. If at any time a member of staff needs immediate support the school has a blue card system that allows staff to call for assistance. The children all know that they take the blue card straight to the office and a member of the Senior Leadership Team will respond instantly.

Some behaviours are more challenging than others. In most instances, an adults' usual behaviour management strategies and professionalism will be enough to diffuse a situation. However, where inappropriate behaviour is likely to escalate or to prove damaging to people or property, all staff must intervene to "regulate the conduct of pupils" (Education and Inspections Act, 2006).

Misbehaviour is defined as:

- Disruption in lessons, in and around the school building and at break and lunch times
- Non completion of class work
- Poor attitude

Steps such as dialogue and diversion should be taken initially. However, in some circumstances, screening and searching pupils, using reasonable force or positive handling may be necessary. If this is the case, the following points should be noted:

- Staff must have good grounds, such as the risk of injury to persons or damage to property.
- Searching without consent is condoned if the pupil is suspected to be carrying a weapon, alcohol, illegal drugs, stolen items, cigarettes, fireworks or pornographic images.
- In incidents of 'reasonable force' use, only minimum force should be applied.
- Restraint should be relaxed as soon as possible.
- Where possible, other staff should be present to assist or act as a witness.

If the person managing a given situation feels that a pupil needs to be isolated because of the risk of injury to persons or damage to property, this should be no longer than necessary. Should the occasion arise, staff will seek advice from senior members of staff who, in turn, must support readily, whilst judiciously balancing the problems of a difficult pupil. All such incidents must be recorded, and parents informed.

At all times, staff must remember, "All responses must be proportionate, and the pupil's age, special educational needs or disabilities, or religious requirements they have must be taken into account" (Education and Inspections Act, 2006).

Where a child is found to have made a malicious accusation against a member of staff or where a child is identified as being at risk from harm the school's Safeguarding Policy must be followed.

Restorative practice questions to help guide conversations - Please also see Appendix 7

- **What happened?** This helps to establish a clear understanding of the incident from all perspectives.
- **What were you thinking at the time? How were you feeling?** This explores the child's mindset and emotions during the incident.
- **Who has been affected, and how?** This focuses on the impact of the behaviour on others.
- **What needs to happen now to make things right?** This encourages students to brainstorm solutions and take ownership of the repair process.

- **What can we do differently next time?** This focuses on learning from the experience and preventing future issues.

Serious Incidents

Serious incidents such as the ones listed below, are known and displayed amongst the children as 'Severe Action' and must be reported to a member of SLT. These incidents include:

- Any physical confrontations between pupils and staff.
- Any incident that requires physical restraint.
- Violence, where a pupil causes injury.
- Bullying.
- Prejudice relating to race, gender, disability, religion or belief (Equality Act, 2010)
- Swearing
- Incidents of smoking, solvent or drug abuse.
- Malicious accusations against a member of staff.

The incident will be completed by the member of SLT who initially dealt with the incident on CPOMs. All such incidents will lead to the parents being informed, and an appropriate consequence decided upon. The child will also be put on the 'Thunder Cloud' or given a 'Red Card' for the incident.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
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

Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the school's first priority but we recognise that emotional bullying can be more damaging than physical.

Staff at Wootton Primary School are encouraged to take all incidents of bullying very seriously and investigate thoroughly disclosures from children, parents or other sources.

Unacceptable and inappropriate behaviour will be reported to parents in the case of a serious incident, such as the bullying of another child. The parents of the child concerned will be contacted by either a Deputy Head Teacher or Head teacher and asked to make an appointment to come in and discuss the issue further.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy <https://www.woottonprimary.co.uk/statutory-requirements/policies>

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or school work, loss of appetite, stomach aches, headaches, bedwetting
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why they are unhappy, high levels of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying week' is held to further raise awareness. E-safety is an important part of the curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Procedures when bullying is reported between pupils are:

- Deal with the issue immediately by finding out who is involved and if there were witnesses to the incident
- Establish if it is an incident of bullying, if so, take a record of the incident and inform the Head Teacher
- Talk with the 'victim' about strategies for dealing with bullying and talk to the bully about the feelings of others and why their actions were wrong
- Decide on a sanction for bullying and explain why it is being given
- Inform other members of staff so they can maintain vigilance for other incidences
- If appropriate the Head Teacher will inform both sets of parents about the incident(s)
- If appropriate the Head Teacher will inform the Governing body and if appropriate may contact external support agencies.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring the effectiveness of this policy, ensuring it meets statutory requirements and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships

- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Start of the day

- Arrive at gates - greeted by a member of SLT or Family Support Worker
- Preschool - Year 2 - children dropped at classroom
- KS2 children - independently walk round from the side gate. Porpoises and Swordfish go to class from the front playground

Moving around the school

Assembly /PE

- In single file lines - moving as a class. Adults stop if any children have been left behind. Class must be in view / line of sight at all times
- Children to walk quietly with hands by their sides - no talking

Phonics/ Enrichment/ Library

- EYFS/KS1 - children to be meet their phonics group adult and the adult walks them to their classroom
- Year 1 - children crossing between buildings need to be accompanied by an adult
- KS2 - children to walk around school independently
- All children are expected to move around the school quietly and without talking
- Line up outside the classroom sensibly - single file and without talking

End of playtimes

1st whistle - 2 minute warning - time to toilet / have a drink / tidy up

End of play - indicated by a bell - children go and line up

- Children to line up quietly without talking (single file) in their class lining up space
- Teaching staff must meet their line and ensure they are quiet before moving inside.
- Children to walk to their classrooms in silence with their hands by their sides

Lunchtime - In the hall

- Children to walk into the dinner hall
- Line up quietly for food
- Reception taken into the hall and served by class teacher
- X2 Year 1 classes taken in by class teacher
- X2 year 1 class line up with a whistle - wash hands in sinks near playground
- X1 year 2 class taken in by teacher
- X3 year 2 classes lineup with a whistle - wash hands in sinks near playground
- Year 1 class to hang their coats up on coat trolleys outside the hall. Year 2's to take their coats into the lunch hall
- X2 year 3 classes to go straight into the hall.
- Member of SLT out on playground calling the next class in when they see the serving line getting shorter

Leaving the hall

- Children to put their hands up and check they can eat their pudding (staff member to check they are happy with the amount the child has eaten - prompt for more)
- Children to put their hands up when they want to scrape their plates (Reception - Autumn Term - adult scrapes the plates)
- Reception children to sit quietly until asked to line up by their MDSA (Autumn/Spring Term). From the Summer Term, Reception children scrape their own plates and then leave the hall like KS1.
- Years 1 - 5 - once children have scrapped their plates they can walk quietly out onto the playground
- Packed lunch children to have their lunch boxes checked before leaving the hall

Wet play

- Reception children brought to the hall by the class teacher. When finished their lunches the MDSAs will take the children back to their classrooms like normal
- Years 1 - 4 - children will be brought into the dinner hall a class at a time from their classroom. When children have finished eating, they will be asked to sit back down until more children from the class are finished. When the majority have finished their lunch the MDSA will take them back to their classroom.

Field

- Needs to be an assembly before children go on field. Reminder of expectations and rules on the field e.g. ball games?

- Balls
 - EYFS/KS1 - No football or ball games on the field
 - KS2 - timetable for ball games on the field
- End of play / lunchtime - first whistle - children tidy up and come off field
- Adults on duty responsible for checking the safety of field (wet) and climbing equipment

End of Lunch time

1st whistle - 2 minute warning - time to toilet / have a drink / tidy up

End of lunch indicated by a bell - children go and line up

- Children to line up quietly (single file) in their class lining up space
- Teaching staff must meet their line and ensure they are quiet before moving inside.
- Year 2 children line up with year 1 and Reception children and wait whilst year 1 and reception are taken into the classrooms. Year 2 can then continue their play until 1.15
- Children to walk to their classrooms in silence with their hands by their sides

End of the day procedures

- Children called when adults seen - Adult must make eye contact with person collecting
- Bump notes must be handed to grown up collecting
- Late collection - wait 5 minutes - then take to the office
- A member of SLT or FSW will be on gates as children / parents leave the school sites

Expectations (Staff should ensure that this is met by all pupils where appropriate - there will be exceptions for children with more challenging needs).

- Cross legged sitting on the carpet / during assemblies
- Letting adults in through doors
- Manners
 - Please
 - Thank you
 - Good morning / Good afternoon
- Uniform
 - No hoods up / hats on
 - No jumpers around waists (or necks)
 - School shoes (Trainers are allowed under the strict permission of class teacher)
 - No Jewellery / big head bands / large hair accessories
- No shouting out or interrupting others
- Listening to others

6.1 Mobile phones

- Only children walking to and from school independently (Year 5 and Year 4 in Summer Term 2) are allowed to bring a phone in to school.
- Smart phones are not permitted. The exception for this is where they are needed for medical conditions. They will then be kept with teachers or Teaching Assistants.
- Once the children arrive at school phones are switched off. They are collected in by the class teacher who then keeps them securely for the rest of the day.
- Phones are returned to the children just before home time.
- Phones are only allowed to be switched on as the child leaves the school premises.
- Smart watches are not permitted.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may 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 e.g stickers or class dojo's

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where incidents of inappropriate language or behaviour between pupils, including online, are reported, these will be actioned following the school safeguarding policy linked below.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

7.3 Responding to good behaviour

Rewards

Reception - Individual sticker charts

Children in reception will work to get a sticker on their own sticker chart. Each sticker chart will have spaces for 20 stickers. When the charts are full, the children will be placed onto the rainbow and will receive a rainbow sticker from the Early Years Lead. The children will also be celebrated in class. The sticker chart will then be sent home to be shared with parents.

In addition, in Reception, each class will work together to fill their 'cool class token' jar and choose their class reward when their jar is full. A cool class token can be rewarded to children for a number of different reasons (learning, values, reward etc). Each class will start the half term with 30 cool class tokens and children will work as a class to fill their jar. Tokens will be rewarded for working together as a whole class 'team'.

DoJo Points - Years 1 - 6

In Years 1 - 6, each class operates a 'DoJo' point reward system. DoJos are given to children for good behaviour, demonstrating the school values and for making good progress in lessons. DoJos are administered via classDoJo.com. The following incentives will be awarded when children accumulate DoJo points:

The following reward system will be followed:

- 25 DoJos – the pupil is allowed to change their DoJo
- 50 DoJos – the pupil will be awarded a special sticker
- 75 DoJos – the pupil will get a certificate
- 100 DoJos – The pupil can choose one of the following rewards:

o cuddly toy at the table

o 10 minutes on an iPad

o sit next to a friend for a day,

o work at the teachers table

The DoJo totals will not be reset during the school year. Once the children reach every 25th milestone (e.g. 125, 150, 175 etc) they can choose one of the rewards from the above list. When the class achieve a combined total of 1,000 DoJos the whole class will be rewarded with a DVD and popcorn (At the end of a half term)

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force **can** be used under the following circumstances, where pupils may be:

- Hurting themselves or others
- Damaging property
- Committing an offence
- Causing disorder

Incidents of reasonable force 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**

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All staff should have basic training provided at least annually to enable them to understand de-escalation techniques, and, where appropriate, specific staff should have more advanced training in restraint or other restrictive measures to ensure that they are used safely and effectively and in the appropriate circumstance.

In specific cases, individual students may have de-escalation strategies/plans (positive handling such as Team Teach), which may result in restraint being appropriately implemented. Such plans must be co-constructed and clearly communicated with all stakeholders. **Timely communication must occur with parents/carers where restraint has been required.**

Where positive handling or restraint has been required with a particular pupil, a pupil level risk assessment MUST be put in place for that pupil, as soon as it is reasonably practicable.

When positive handling or restraint has had to be applied to a situation a review of the incident and a full debrief with relevant staff will take place to ensure the approach taken has been reasonable, proportionate and necessary. This will inform future practices and risk assessments. Parents will be informed of any adjustments to procedure concerning their child.

The school will record the following on CPOMS with detail on the nature of the restraint and reasons for use:

- o the child's age.
- o pupil's behaviour and level of risk presented at the time of the incident (including attempts to de-escalate);
- o length of restraint
- o technique / method and degree of force used;
- o effect on the pupil or member of staff;
- o who was present

This is with a view to safeguarding pupils and staff.

Schools must ensure they also control risks associated with violence and aggression through risk assessments and implementation of effective controls. This is set out in our Health & Safety Policy.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team or pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information [<https://www.woottonprimary.co.uk/statutory-requirements/policies>].

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Consequences in Reception and KS1

Children who are not following the school rules, will firstly have warnings about their behaviour. If they continue to not follow the rules, their name will be moved to the cloud. Staff can use their discretion at this point to determine whether a child needs a '5 minute thinking time' to help to regulate their emotions. It is hoped their behaviour will improve and their name can be returned to the sunshine. However, if their behaviour continues to deteriorate, their name will be moved to the rain cloud where they will miss 5 minutes of play or lunchtime and have a restorative conversation with the Year Group Lead (YGL). The class teacher will give feedback to parents at the end of the day that their child has been spoken to by the YGL.

For more serious incidents (intended violence that results in injury, racist language, bullying, swearing and abusive language), their name will go straight to the thundercloud and they will be seen by a member of the Senior Leadership Team (SLT). The member of SLT who deals with the incident will communicate home to parents. If a child goes on the 'Thunder Cloud' 4 times in a half term, parents will be invited in for a meeting with the child present, class teacher and YGL.

See Appendix 3 for the age appropriate consequence ladders that are displayed in classrooms.

Key Stage 2

We use a 'Good to be Green' system in class. This system works using a traffic light approach. All children start the day and afternoon session on 'green' with a green card against their name. See below for how the traffic light system works as part of our consequences ladder.

Consequences in Key Stage 2

Children who are not following a particular rule will be reprimanded through a consistent 'ladder' of consequences. These increase in severity if the behaviour does not improve. Strategies are used to encourage the child to improve their behaviour, such as highlighting positive behaviours and looking for opportunities to re-establish the relationship with the child, such as helping them with their work or addressing the underlying cause of their behaviour.

If a child receives a yellow card - they will have a 5 minute time out at the next nearest play or lunchtime break.

If a child receives an orange card - they will miss the whole break time or 15 minutes of lunchtime and have a restorative conversation with the Year Group Lead (YGL). The class teacher will give feedback to parents at the end of the day that their child has been spoken to by the YGL.

For more serious incidents (intended violence that results in injury, racist language, violence, bullying, swearing and abusive language), their name will go straight to a red card and they will be dealt with by a member of SLT. The member of SLT who deals with the incident will communicate home to parents. If a child receives 4 red cards in a half term, parents will be invited in for a meeting with the child present, class teacher and YGL. The child will go onto a positive report card for a week and will 'check in' with the YGL at the end of each day to discuss how their day has gone.

Please see Appendix 4 for an example of a positive report card.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the Senior Leadership Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Exclusions whether a suspension or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy.

- Verbal abuse to staff and pupils.
- Physical abuse to staff and pupils*
- Persistent disruptive behaviour
- Indecent behaviour*.
- Vandalism*
- Misuse of illegal drugs and other substances, including supply of drugs*.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff*
- Verbal or physical sexual abuse*
- Repeatedly leaving the school premises without permission*
- Carrying an offensive weapon*
- Smoking.
- Possession or consumption of alcohol.
- Bullying (including racist, homophobic and online bullying).
- Bringing the school into disrepute.

- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Misuse of social media *** The school will consider police involvement for any of the above offences

Suspension

The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place in school hours during an exclusion they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Procedures

If an incident is deemed serious enough to involve a suspension, the school will endeavour to contact the parents on the day of the incident. A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them. Work will always be provided on google classroom for the length of the suspension. Parents will be requested to meet with a member of the Year Team or Senior Leadership Team on the day that the student returns to school to ensure such events do not reoccur.

Procedures to appeal against a decision are also clearly outlined in the letter.

Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

Resources and support

The school, where necessary, will ensure effective early identification and integration of services to meet the needs of children and families, including:

- Student mentoring
- Pastoral Support Plan
- External mentoring services
- Counselling
- Pupil referral unit
- Education psychology service
- Health services, including child and adolescent mental health services (CAMHS)
- School safeguarding team
- Social services
- Alternative provision
- Careers education, information, advice and guidance (CEAIG)
- Youth offending team
- Drug counselling agencies
- Social Skills
- Emotional Literacy Support

Please refer to our exclusions policy for more information [\[insert link\]](#).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. The school will assess if it is appropriate to use a sanction regarding an incident of misbehaviour and if so, whether any reasonable adjustments need to be made to the sanction to ensure that it is fair in line with each individual child's needs.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

[Adapt this section to include information about your strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This could include measures like:

- Reintegration meetings
- Daily contact with year group lead or other member of the Senior Leadership Team
- A report card with personalised behaviour goals
- Time spent in another setting under off site direction or following a suspension

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for 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 issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Local Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies

- Safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti Bullying Policy

Appendices

Appendix 1 - Our School Rules

Be Safe

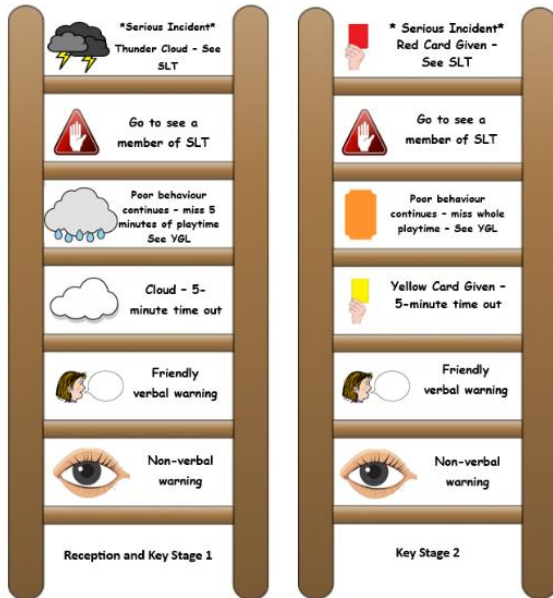
Be Ready

Be Kind



Appendix 2 - Our Behaviour Curriculum

Appendix 3 - Behaviour Ladders



In some instances, a specific behaviour plan and behaviour ladders will be put in place for children with identified SEMH needs. This should be done in conversation with SENCo and Year Group Lead.

Appendix 4 - an example of a positive report card for KS2

Child's Name _____

Date _____

	Day 1	Day 2	Day 3	Day 4	Day 5
Lesson 1					
Assembly / Playtime					
Guided Reading					
Lesson 2					
Lunchtime					
Lesson 3					
Lesson 4					

Appendix 5 - behaviour where exclusion may be considered (See also our exclusions policy)

Exclusions whether a suspension or permanent exclusion may be used for any of the following, all of which constitute examples of unacceptable conduct and are infringements of the School's Behaviour Policy.

- Verbal abuse to staff and pupils.
- Physical abuse to staff and pupils*.
- Persistent disruptive behaviour
- Indecent behaviour*.
- Vandalism*.
- Misuse of illegal drugs and other substances, including supply of drugs*.
- Theft.
- Serious actual or threatened violence against another pupil or a member of staff*.
- Verbal or physical sexual abuse*.
- Repeatedly leaving the school premises without permission*.
- Carrying an offensive weapon*.
- Smoking.
- Possession or consumption of alcohol.
- Bullying (including racist, homophobic and online bullying).
- Bringing the school into disrepute.
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.
- Misuse of social media

*** The school will consider police involvement for any of the above offences

Appendix 6 - Behaviour Principles (as found on our school website)

<https://www.woottonlowerschool.org/statutory-requirements/policies>

Appendix 7 - Restorative conversation questions

Restorative Conversation Prompts  	1. Can you tell me what happened? 2. What were you thinking/feeling at the time? 3. How have you been thinking/feeling since it happened? 4. Who do you think has been affected by your actions? How were they affected? 5. What could you do now to help make things right? 6. How can we prevent this from happening again in the future? 7. What can I do to help you?
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Appendix 8 - Zones of Regulation

