

# Wood End Primary School



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## Behaviour Policy and statement of behaviour principles

**Approved by:** Wood End Primary School  
FGB

**Date:** 19<sup>th</sup> September 2024

**Last reviewed on:** June 2024

**Next review due by:** September 2025

## **Written statement of behaviour principles**

Every pupil understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers always set an excellent example to pupils

Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body's Curriculum and Standards Committee annually.

## **Behaviour policy**

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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 and statutory requirements

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors during transition times, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Breach of the school rules
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches or serious breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. (including any article a staff member reasonably suspects have been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person – including the pupil)

### 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 belonging, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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
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

To see how we prevent bullying at Wood End, please see Appendix F.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (included at beginning of this policy)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy in conjunction with the governing body
- 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.

### **5.3 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 pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Knowing, understanding and using 'Zones of Regulation' language. This will help to create a comfortable and supportive environment for children to practice self-regulation.
- Actively teaching all children that if they are being subjected to unwanted behaviour to say, "Stop it, I don't like it". The expectation is that offending behaviour will cease immediately. If this behaviour continues, the child will then be expected to tell an adult about their concerns.
- Recording behaviour incidents in SIMS promptly
- Challenging pupils to meet the school's expectations

The senior leadership/pastoral team 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

Pupils are expected to:

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

By setting these expectations we aim to help our children to THRIVE we have therefore shared the expectations with the children as our school rules, which are:

- Treat others, yourself and our school with respect and care
- Hear what adults say and respond appropriately
- Responsibility – take responsibility for your learning and your actions
- Impress yourself – only do your best
- Value your school – take care of it
- Everybody needs to be safe – make that possible

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Pupils will be supported in learning skills relating to self-regulation following the 'Zones of Regulation' curriculum.

## **6.1 Mobile phones**

Children who need to bring a phone to school because they travel to and from school alone, must hand the phone into the school office on arrival and collect on leaving school.

Parents will need to write to school giving their permission for the pupil to bring a phone into school.

The school will not be liable for loss or damage to phones brought into school.

## **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 and 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
  - Discussing the 'cause and effect' within any situation relating to praise or sanctions
  - Encouraging children to seek support from a trusted adult



## **7.2 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 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**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

## **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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.

Staff will seek to support children in addressing incidents by facilitating restoration of relationships. Children will be asked what happened and given time to respond. They will then be asked how it made both parties feel and finally asked how to resolve the situation.

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

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

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 the following rewards to recognise positive behaviour:	The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
<b>Rewards</b>	<b>Sanctions</b>
Praise	A verbal reprimand
Letters or phone calls home to parents	Warning
Special responsibilities/privileges	Reflection time
House points	Work to be completed at home, break or lunchtime
Pride time	Time out from class
Community Spirit raffle	PFSO meeting
Marvellous me	Supervised at break or lunchtime
Brilliant break time raffle	Withdrawal from an activity (Child to be given access to curriculum learning missed)
High expectations raffle	Referring the pupil to a senior member of staff
Lunch time sticker and certificate	Letters or phone calls home to parents
Special mentions certificate	Behaviour contract
Class attendance award	Weekly record card (Appendix C)
Maths club certificate at special mentions	Behaviour journal (Appendix B)
Newsletter item	Report card (Appendix D)
Golden time	Isolation
Ambitious Reader certificate at special mentions	Referral to head teacher
Handwriting pen license	Suspension / Modified Timetable (see exclusion policy) <small>(This can only be initiated by the headteacher / deputy headteacher)</small>
	Permanent exclusion <small>(This is the ultimate sanction and will be implemented by the headteacher in consultation with Governors and Local Authority)</small>

## Level of sanctions

To ensure consistency in application of sanctions, the following steps will be taken (it may be necessary to omit levels depending on the severity of the incident).

Level of sanction	Action to be taken	Record to be kept	Notes
1	A verbal reprimand		
2	White warning	Noted on class clipboard (appendix A) Note in SIMS	5 minutes supervised break
3	Red Warning	Note on class clipboard ((appendix A) Note in SIMS	10 minutes supervised break
4	Supervised lunchtime	Note in SIMS	Work to be provided for lunchtime supervision
5	PFSO meeting	Note of meeting outcomes to be logged in SIMS	May instigate behaviour charts / behaviour plan. Contact will be made with parent.
6	Referral to headteacher	Note of meeting outcomes to be logged in SIMS	May instigate loss of privileges or additional sanctions / strategies. Contact will be made with parent
7	Suspension	LA notification	
8	Permanent exclusion	LA notification	

Where disagreements occur between children, if appropriate a resolution meeting will be held. The aims of a resolution meeting are to improve relationships, to provide an opportunity to reassure each other and to agree on next steps for improvement.

Where children are not ready for resolution or resolution is a slow process, a decision will be made whether children need continued supervision ie. return to usual activities would present a risk.

## 7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable forces, in the following circumstances, to prevent them from:

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

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 (see appendix E)

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.

## 7.6 Confiscation, searches, screening

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

### Confiscation

Any prohibited items found in a pupils' possession because of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupils involved and should always advocate for pupil wellbeing.

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

### **7.7 Off-site behaviour**

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 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 the 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 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, if 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.

## **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, where relevant) will consider whether the pupil who made the allegation needs 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 Safeguarding Policy and 'Managing Safeguarding Allegations/Concerns Against Staff, including Supply Staff, Volunteers and Contractors Who Work with Children and Young People' policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Detention**

Pupils can be issued with detentions during break, by a member of teaching staff or pastoral staff.

The school will decide whether it is necessary to inform the pupil's parents.

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.

### **8.2 Removal from classroom**

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 staff that is considered to be most appropriate. Pupils will be removed from the classroom for a maximum of one week.

Pupils will not be removed from the classroom 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, such as:

- Meetings with learning coaches
- Use of teaching assistants
- Use of technology
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **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.

Please refer to our exclusions policy for more information

## **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 consider the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time because of their SEND?
- Whether the pupil is likely to behave aggressively due to their 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 contact 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. These could include:

- Reintegration meeting
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## **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 including the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for stakeholders (via anonymous surveys)

The data will be analysed termly by the headteacher and PFSO

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 the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- School Uniform Policy

# Wood End Primary School

## Behaviour Concerns Log Sept 2024



Use this sheet to keep a record of warnings and lunchtime incidents. For details of lunchtime incidents see lunchtime supervisor book.

Year group: \_\_\_\_\_ Class teacher: \_\_\_\_\_

Date	Name	White warning	Red warning	Lunch time	consequence	Parents Involved	Outcome
(example) 4/2/Sept/24	Somebody	✓			am break – 5 min reflection	Phone call to parent	Parents supportive, Review end of week.
(example) 6/3/Sept/24	Somebody Else	✓	✓		See SIMS	→	→
(example) 32/Oct/24	Nobody			✓ JS	reminder of expectation by teacher	-	Review at end of next day break



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for a brighter tomorrow

Wood Primary School  
Assertive Discipline Records  
Behaviour Reflections

Name \_\_\_\_\_

Year \_\_\_\_\_

Date \_\_\_\_\_

Signed (staff member) \_\_\_\_\_

How did I show I was dysregulated?

Description of my behaviour

Did my actions affect anybody else?

What zone was I in?  
What emotions was I feeling?

### The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

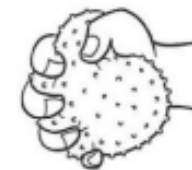


Who did it affect? How did it make them feel?

If I feel dysregulated again, what tools can I use to prevent an escalation occurring?

# ZONES Tools Menu

- Fidget Ball
- Take a break
- Inner coach
- Carry
- Read
- Jump
- Bounce
- Run
- Push
- Tickle
- Pull
- Swing
- Talk to an adult
- Hug
- Listen to music
- Squashes
- Walk
- Star Jumps
- Shoulder Rub
- Breathing



# Wood End Primary School

## Behaviour Journal (KS1)



School Rules

Actions

Support

The school rule which I did not follow was:

	<b>Treat others with respect and care</b>
	<b>Hear what adults say and respond appropriately</b>
	<b>Responsibility</b> - take responsibility for your learning and your actions
	<b>Impress yourself</b> - only do your best
	<b>Value your school</b> - take care of it
	<b>Everybody needs to be safe - make that possible</b>

What I did:

What I should have done:

Teacher Comment:

Signed:

Date:

# Wood End Primary School

## Weekly Record Card



**Key:**

+ or ✓ target achieved / on track choices

- or x Target not achieved or off track behaviour choices

Name:

Class teacher:

Year group:

	Registration	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Hometime	Parent
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

# Wood End Primary School

## Behaviour Report Card

Name:

Year group:

### Wood End School Rules

Write the 6 Wood End rules here:

(Use our THRIVE posters to help you)

This is your Behaviour Report Card. You will need to:

- Have your Behaviour Report Card filled in after every lesson.
- Keep your Behaviour Report Card safe for two weeks and show it to your parents after every school day.

Start date:

Signed (pupil):

Signed (parent):

Signed (teacher):



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# Wood End Primary School

## Behaviour Report Card

Date: \_\_\_\_\_

	Teachers' comments	+ or -
Registration		
Lesson 1		
Lesson 2		
Breaktime		
Lesson 3		
Lesson 4		
Lunchtime		
Lesson 5		
Hometime		

Pupil Comment:

Signed:

Date:

Parent Comment:

Signed:

Date:



# Wood End Primary School

## Behaviour Report Card

### Reflection

Looking back over the last two weeks, which of your behaviour choices are you most proud of?

What progress do you feel you have made?

What support do you need to change from this daily Behaviour Report Card to the Weekly Behaviour Report?

Signed:

Date:

Parent Comment:

Signed:

Date:

Teacher Comment:

Signed:

Date:

## Wood End Primary School



## Physical Intervention Record form

Date:		Time:		Staff member:	
Child's name:		Class:		Place of Incident:	
Adult witnesses:		Child witnesses:			

Reason for force: Please tick 1	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>remove disruptive children from the classroom where they have refused to follow an instruction to do so;</li> </ul>	
	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;</li> </ul>	
	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground.</li> </ul>	
	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>restrain a pupil at risk of harming themselves through physical outbursts.</li> </ul>	
Incident leading to restraint.			
What de-escalation techniques were used?			
Force used: For how long:			
Details of any injury			
Details of damage to property			
Headteacher informed			
Parent informed	Date:	Time:	By:

THIS FORM MUST BE COMPLETED THE SAME DAY, COPY TO THE HEADTEACHER



## Preventing Bullying Guidelines

*For the children, Wood End defines bullying as:*

### Key stage 1:

*Bullying is when somebody is treated unkindly, lots of times on purpose. This is carried out by the same 'bully', and the 'victim' finds it hard to stop it by themselves.*

### Key stage 2:

*Bullying is unkind behaviour used towards someone by an individual or group, several times on purpose. The 'bully' has power over the 'victim': there is an imbalance of power in the relationship and the victim finds it hard to stop this.*

### How do we prevent bullying?

At Wood End we believe the most powerful form of prevention is education. Bullying in its different forms is included in our curriculum, be it as the subject of a reading text or part of the Computing curriculum which promotes e-safety.

Opportunities to develop understanding and prevent bullying are also supported through mediums such as:

Assembly themes

Sharing of school rules

Worry box

Pupil surveys

This supports the school's vision that bullying should not be a subject, which is avoided or restricted to one curriculum area, but shared openly.

The topic of bullying will be addressed directly during PSHE lessons. At some point during the PSHE curriculum this will include how to spot bullying behaviour (including perception: recognising that because they don't like behaviour, it doesn't make it unkind or malicious), where to seek support if you are being bullied, how to identify whether your own behaviour is bullying behaviour (different types of bullying outlined below).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
R8 - I can say what is the same and what is different about me and others	L8/L9 - I know that everyone is unique but that I still have things in common with other people	R13 - I can identify factors that make people the same or different	R14 - I recognise that some of my behaviours could be seen by others as teasing or bullying	R16 - I can recognise 'stereotypes' in the media	L6 - I can say how antisocial behaviour affects people and where to find support
R4 - I can say what is fair and unfair, kind and unkind and what is right and wrong	R13 - I know what teasing is	L11 - I recognise that the UK has diverse communities - who is in our school?	R12 - I can suggest how to solve disputes and conflict between myself and my peers	R16 - I understand the importance of challenging 'stereotypes'	R14/18 - I can describe how discrimination, teasing, bullying and aggressive behaviour can affect others
R2 - I can say how fair, or unfair, kind or unkind choices can affect others	R13 - I know the difference between teasing and bullying	R14 - I recognise that we should be accepting of all no matter what their differences are	R8 - I understand that people will not always agree and can suggest how to resolve differences	R14 - I recognise that some of my behaviours, online or offline, could be seen by others as teasing or bullying	R14/18 - I can describe how discrimination, teasing, bullying and aggressive behaviour can affect others (including online behaviour and social media)



R13 – I know what teasing is	R12 – I know what I can do to help myself or others if someone is unkind	R14 – I can recognise kind and unkind choices and the difference between teasing and bullying (who is in control?)		R12 – I can suggest how to solve disputes and conflict between myself and my peers	
R13 – I know the difference between teasing and bullying		R12/14 – I can say what to do if I see or am involved in teasing or bullying (recognise that not everything I don't like is unkind)			
R12 – I know what I can do if someone does something unkind ('I don't like it... stop it'; 'I don't like it... help me!') I recognise that not everything I don't like is unkind					

## What a child should do

If a child feels that they are being bullied, then there are several procedures that they will be encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

## What school staff will do

- The ethos and working philosophy of Wood End means that all staff actively encourage children to have respect for each other and for other people's property.
- Good and kind/polite behaviour is regularly acknowledged and rewarded.
- Staff follow the equality policy, supporting every child in our school. Differences of children or an individual child are not focused on in a negative way or used in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff are to be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.
- Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

## Signs and symptoms

Wood End staff are vigilant to possible signs of bullying and will discuss and/or investigate if a child:

- Is frightened of walking to or from school
- Is reluctant to arrive at school or leave school at the same time as their peers
- Is unwilling to attend school
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens to harm themselves
- Has changes in behaviour at home such as wetting the bed, crying at night or unsettled sleeping patterns
- Feels 'ill' a lot
- Has a change in attitude towards work: lack of effort
- Is reluctant to go outside at break or lunch and/or is persistently unhappy when coming back into class after being with peers
- Becomes aggressive, disruptive, or unreasonable
- Begin to treat other children or siblings unkindly
- Is reluctant to eat
- Is frightened to say what is wrong
- Is reluctant to make eye contact
- Gives improbable excuses for any of the above

## Sanctions – child friendly version for display in classrooms

Level	Action to be taken	What this will be
1	A verbal warning	
2	White warning	5 minutes supervised break or lunch
3	Red Warning	10 minutes supervised break or lunch
4	Supervised lunchtime	(Work will be completed during lunchtime supervision)
5	Meeting with Mrs Farley	Identify next steps and contact parents
6	Referral to headteacher	Identify other sanctions and contact parents
7	Suspension	
8	Permanent exclusion	