Great Whelnetham C of E Primary School Behaviour Policy

	Date	Signed
Agreed By Governors	October 2024	Chair of Governors
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1. Introduction:

The purpose of this policy is to outline our high expectations for exemplary behaviour; a skill that we are all committed to learning in our school.
In our school, behaviour is a positive word that describes how we all learn to thrive as an individual, as part of a team and within the wider community.
We are committed to ensuring that our children are given time to grow and, along the way, are supported in developing strategies which enable them to manage themselves in an empowering way.
This policy will outline the support systems we provide that will equip and guide our children to achieve this.
We have also developed this policy to enable us to fulfil our vision:

Our children will journey through our school, building a memory bank of learning experiences that positively impact on them for the rest of their lives. We will build a collection of amazing memories where learning is fun and education is valued.

Our school motto is: NUTURE-GROW-SUCCEED TOGETHER. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. We will value each child and encourage them to always be the best version of themselves.

We need to be open to others ideas, be a good friend, a good listener, persevere and not be afraid to make mistakes. Be empathetic, treat others how we would want to be treated ourselves. Most importantly, celebrate that everyone of us is unique and special.

We will work together to provide the best outcomes for all our children and we will accomplish this through our Christian Values which are: Perseverance, Respect, Truthfulness, Thankfulness and Friendship.

A school family, strong in our community and faith.

1.1 Policy Statement

Great Whelnetham C of E operates a positive behaviour management policy to support the caring character of the school. Behaviour in our school is a positive word that describes how we all learn to thrive as an individual, as part of a team and in the wider community. We are committed to ensuring our children are given time to grow and along the way, are supported in developing strategies which enable them to manage themselves in an empowering way. The culture is set by adults and their interactions with each other and with children. These relationships should demonstrate tolerance and kindness, reflecting the Christian ethos of the school and our values.

2. Whole school approach to behaviour:

As a school we understand that to maintain high standards of behaviour our school requires consistency, growth and empowering tools.

Our expectations for exemplary behaviour are shared and valued by the whole school community. It is everyone's responsibility to ensure there is effectiveness to promote every child's emotional, intellectual and physical development.

3. Curriculum:

We create a learning environment where we share and guide our children to know how to behave, communicate and learn in a way that brings safety and empowerment to themselves and those around them. This is a taught throughout our curriculum and modelled in all that we do.

4. Roles

The Role of School Leaders:

- To ensure the implementation of this policy.
- To provide training for all staff which includes the induction of new staff to the school in ensuring they understand the behavioural expectations and how these are achieved.
- To put in place systems to ensure consistency and enable staff to promote, manage and support behaviour across the school.
- To be visible.
- To create a culture where the whole school community feels safe and supported.

- To monitor through school recording systems, observations, reviews and feedback received.
- To provide any additional support to a child when required including seeking advice from outside agencies.
- To build and maintain positive relationships with parents and governors.
- To keep parent and carers up to date with their child's behaviour and to celebrate their child's achievements.

The Role of Teachers and Staff:

- To embrace the whole-school approach to behaviour.
- To model positive relationships.
- To teach and model the expected behaviour.
- To create a culture of safety, openness and trust.
- To enable children to identify the range of emotions they may experience.
- To teach children how to take ownership and be responsible for the behaviours by learning, growing and refining.
- To equip children with strategies that will empower them to manage their moods and emotions which could impact on their behaviour.
- To ensure Pitstops are a regular feature of everyday school life.
- To promote the regulating strategies that they are trained to use.
- To be consistent and for all staff to respond to all children positively.
- To identify the cause of any behavioural outburst.
- To appreciate that all children will be at different stages in their development.
- To build and maintain positive relationships with parents and governors.
- To keep parent and carers up to date with their child's behaviour and to celebrate their pupil's achievements.
- To support new children, mid-phrase arrivals and their families to understand the school's behaviour policy and culture.

The Role of Pupils

- To learn and apply the school behaviour policy, expectations and the school rules.
- To build awareness of how they can contribute positively to the culture of the school.
- To learn how to express, with kindness and respect, feedback to staff and leaders on the school's behaviour culture.
- To draw upon knowledge embedded through Pitstops, assemblies and other curriculum areas in order to regulate themselves.
- Through their developmental stages, expand their understanding and learn how to behave in a safe and considered way throughout their daily school life.

The Role of Parents / Carers

- To be familiar with the school's behaviour policy.
- To take part, where possible, in school life activities and embrace opportunities to become an integral part of the school's culture and become part of the community.
- To work positively and in partnership with the school.
- To share valuable feedback with the school.
- To feel welcome in school to discuss their children's progress in an empowering atmosphere.

- To be open to communicate and support their child in receiving support when they need it.

5. Behaviour Expectations

Our ultimate goal is for our children to reach a mastery level of understanding regarding their behaviour. This means that they can recognise when they are dysregulated and can apply the strategies they have learnt to manage their emotions.

We expect all pupils to be supported and educated to respect everyone socially and academically.

Our school rules are:

- Everyone has the right to feel safe.
- Everyone has the right to learn.
- Everyone has the right to do their job.

6. Behaviour Expectations for children Special Educational Needs and Disabilities (SEND)

We consistently and fairly promote high standards of behaviour for all of our pupils. Additional support and reasonable adjustments are made to ensure pupils can achieve and learn as well as possible.

7. Supporting the behaviour of children with Special Educational Needs and Disabilities (SEND)

We are an inclusive school and believe that all children can achieve and thrive both in and outside of the classroom.

We ensure that everyone feels that they are part of our school community.

We create a calm environment which will benefit pupils with SEND, enabling them to learn.

We have a duty under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a child with SEND that are caused by our policies and practices.

We will assess each incident that involves a child with SEND and determine whether a pupils SEND has contributed to the behaviour and whether it is appropriate to initiate a sanction.

A graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

As a school we will identify and anticipate likely triggers and ensure that reasonable adjustments are implemented as a preventative measure. These may include movement breaks, adjusting seating plans and adjusting uniform requirements.

We will ensure that all provisions set out in any Education, Health and Care plan (EHCP) are in place and we will co-operate with any outside agencies.

8. Friendships

We aim to develop confident and self-assured children that are happy in a range of different groups and scenarios. We understand that children are learning to develop positive friendships and that throughout this journey they will experience 'fall outs'. We will support children to overcome these by:

- Teaching children what a healthy and supportive friendship is.
- Teaching children how to communicate, speak and listen to each other effectively.
- Encouraging children to value how they and others are feeling.
- To understand that their friends enjoy playing with different children and playing other games.
- To encourage children to understand that we can have a range of different types of friendships (e.g. a community friend, a learning friend, a play friend and a hobby friend) and to know that it is not essential to have a best friend.

9. Responding to Positive Behaviour

We invite all staff to recognise inspiring behaviour and to celebrate and share this with the community. We achieve this by:

- Ad hoc praise.
- Emails home to communicate praise to parents and carers.
- 'Special message' cards sent home.
- Stickers
- Children sent to another member of staff or Head of School for an award.
- house points.
- Special awards / recognition.

We recognise that children fully apply themselves, when they are intrinsically motivated to achieve and complete something. Therefore, in addition to these extrinsic methods of rewarding children, all staff are encouraged to evoke a culture of intrinsic identification and celebration of work, behaviour and social skills.

Strategies to support this are:

- Encourage children to identify for themselves an achievement by inviting and supporting them to express and explain their work, behaviour or social interaction.
- Inviting the children to identify themselves how they were amazing each week and record this on a certificate to take home to share and celebrate.

10. Responding to Negative Behaviour

We understand that negative behaviour shows a child is dysregulated and not able to control their emotions. On these occasions the priority will be to ensure the safety of all children and staff. Staff will empower each child to understand what is not acceptable and to learn the skills to overcome it. The strategies used can include:

- Support children to regulate themselves with strategies such as: one to one Pitstops, Emotional Freedom Technique (tapping), breathing exercises, moving to a quiet area of the school or going outside.
- Open, honest and restorative conversations to review the incident and determine the outcome. These can be one to one, as a group or a mixture of both.
- Social Stories.
- Staff will ensure that feedback is not delivered in front of peers and privately where possible.
- Communicate to parents at a time convenient for them.
- Multi agency support if required.
- Persistent behaviour tracked via Arbor.
- In EHCP's, early contact with the local authority about the behaviour issues would be appropriate and an emergency review of the plan may be required.
- Behaviour risk assessment

The school uses the Arbor MIS system to record, track and identify trends in pupil behaviour. Separate behaviour types are listed and a level of severity is attached to each. All incidents from 'Negative Level Three' to 'Negative Level Five' will require communication with parents. 'Negative Level One' and 'Negative Level Two' will be addressed in school and monitored.

11. Consequences may include:

- Completing a reflective task.
- Taking the time to work with a member of staff to develop an understanding of their actions and how they can prevent a reoccurrence of this behaviour in the future
- To make a child led apology.
- Speak with parents (level three plus).

12. Support Following a Sanction

Support for the pupil could include:

- Support via Wellbeing services (MSHT – School Nurse NSMHT).
- Intervention groups – Socially Speaking and Time to Talk.
- Peer support.
- Teachers will assess if the child's emotional, physical and emotional needs are being met and will adjust and support accordingly.
- Review any targets (including if the child has a Pupil Passport).
- Behaviour support plan are available for targeted children and are created in conjunction with school staff, working with the child, and the child's parents/guardians.
- Signs of Safety to be carried out to 'check in' with the pupil.
- Meetings with parents.
- Well-being sessions

Support for the parents could include:

- Meeting with the class teacher, SENCo, Head of School or Executive Head teacher.

- Staff to share with parents the support being put in place for their child.
- Phone call or email at a later date to 'check in' with them and their child.
- School to pass on details for Suffolk Wellbeing services which parents can access.

Support for the staff could include:

- All staff are committed to ensuring that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.
- Review of the incident and lessons learned.
- Skill assessment and training provided.
- Emotional support.
- Staff CPD

13. The Use of Reasonable Force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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

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

Force may not be used to search for other items banned under the school rules.

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

14. Confiscation of inappropriate items

The law allows school staff to confiscate a pupil's property if it is inappropriate in school. The school will hand any confiscated items back to the parent of the child at the end of the day. Note - Weapons and knives would be handed over to the police. Staff (two together) may search bags for inappropriate items if they have good reason to believe that a child is hiding an inappropriate item.

15. Removal from classrooms

Asking a child to remove themselves from the classroom setting would only ever be considered as a serious sanction or to support the child's self-regulation. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Once removed, the pupil will be supported and continuation of their education will continue. This may differ to the mainstream curriculum but should still be meaningful for the pupil.

Parents should be informed on the same day if their child has been removed from the classroom.

Removal from the classroom should only be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupil to regain calm in a safe space.

Parent will be informed on the same day of their child has been removed for any of the above reasons.

16. Behaviour outside school premises

It is important that all children behave and conduct themselves in a positive way, both inside and outside of the school premises. This includes children's conduct online.

Building relationships where children feel safe in sharing concerning behaviours for themselves and for others in and out of school is welcomed.

Sanctions will be put in place for misbehaviour during any the following circumstances:

- When taking part in any school-organised or school-related activity.
- When travelling to or from school.
- When wearing school uniform.
- When in some other way identifiable as a pupil at the school;
- That could have repercussions for the orderly running of the school;
- That poses a threat to another pupil; or
- That could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

17. Monitoring and Evaluating School Behaviour

Using a range of data collected on Arbor, school leaders and staff will analyse data with an objective lens and form multiple perspectives at a school level, group level and individual staff and pupil level.

We will monitor areas such as behaviour patterns, attendance, engagement, achievement and incidents and reports to get a holistic view of a pupil.

This will help us to analyse behaviour effectively and implement structured, specific intervention to help a pupil in their specific area of need.

18. Suspension & Permanent Exclusion

A child at Great Whelnetham can be suspended for a fixed period of time if…

- A child is in breach of the school rules.
- Allowing them to stay in school would seriously affect their / other pupils' education or welfare.

Any child, including Special Needs children, deliberately assaulting a member of staff or another child could receive a Fixed Term Suspension, or Permanent Exclusion from school, depending on the severity of the attack. Assault includes hitting, pinching, kicking, punching or any other action intended to harm the member of staff including verbal attacks.

It is only the Executive head teacher who can suspend or permanently exclude a child. The Chair of Governors would be informed immediately of the decision.

The school will contact the parents/carers on the day the suspension or permanent exclusion is given. A letter explaining

- the period and reason
- the parent's duty during the first 5 days of any suspension to ensure that the child is not present in any public place during normal school hours.

If a child is suspended, the school will set work for them and mark it onreturn to school.

19. Strategy for dealing with uninhibited dangerous behaviours

Some categories of behaviour will come into categories that bypass the procedure as outlined above. When this occurs staff will need to follow the procedure above and those following.

- When the incident occurs, an immediate assessment of the effects of the behaviour on the pupil, other adults and other children must be made.
- Medical aid, if needed, is a priority.
- A risk assessment is carried out and if appropriate the child must be isolated from other children.
- Full accounts must be written, dated (including year) and signed. It must be decided at this point if a County Incident form is to be completed (this is kept in the school office).
- The head teacher/most senior teacher present will make the decision as to whether the incident requires sanctions as follows:

1. Withdrawal from lessons/playtimes for a specified period commensurate with the severity of the behaviour

2. Exclusion from school for a fixed term

3. Exclusion from school permanently

4. Executive Headteacher (2 and 3 only).

- For pupils with a known difficulty it would be expected that a programme of support is in place where particular behaviours are targeted for action and where monitoring is happening, for

example a Behaviour Support Plan / Pupil Passport, identification of a key person to co-ordinate and maintain links with the home.

- It is important that parents are aware of incidents and that they are involved in the support programmes being used.
- The chair of Governors and/or the designated child protection governor should be informed.
- Following an incident of this nature pupils and staff will need a debriefing session and paperwork, policies and procedures will need to be reviewed.
- The incident should be resolved and measures put in place so that the risk of re-occurrence is minimised and all parties can move forward in a positive way.

20. Taking Account of SEND, disability and the circumstances of vulnerable pupils:

The school will seek to make reasonable adjustments to the application of this behaviour policy where it is felt that a child's behaviour is a consequence of his or her SEND. Children with a Pupil Passport (PP)/Education and Health Care Plan (EHCP)/Pupil Support Programme (PSP) will be supported with reference to these documents and sanctions will be used with reference to the pupil targets set for an individual. These targets should not be used to undermine this policy but to reinforce the aims set out in it.

21. Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.

If a temporary move needs to occur to improve a pupil's behaviour, then off site direction (as described in paragraph 33 to 42 of the Suspension and Permanent Exclusion Guidance) should be used. Managed moves will only occur when in a pupil's best interest.

22. Pupil Support Units and Reintegration

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of a child attending this unit can be two-fold:

a) as a planned intervention for behavioural or pastoral reasons

b) as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons.

A 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 will be put in place before the child returns to mainstream education. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

23. Behaviour Incidents Online

We understand the importance of online safeguarding in school and work with pupils and parents to educate them on the risks online as well as how to prevent them. The way in which pupils communicate with one another online can have a significant impact on the culture of the school.

We believe the same standards of behaviour are expected online as offline. Everyone should be treated with kindness and respect.

Inappropriate online behaviour including bullying, use of inappropriate language or sharing of inappropriate content will be addressed in accordance with the same principles as offline behaviour.

The school will sanction pupils if online behaviour poses a threat or causes harm to another pupil.

24. Anti-Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the ongoing use of aggression or intimidation with the intention of hurting another person. **It is persistent and targeted.**

Bullying can be:

- Emotional — Being unfriendly, tormenting (e.g. hiding books, threatening gestures).
- Physical — Pushing, kicking, hitting, punching or any use of violence.
- Racist — Racial taunts, graffiti, gestures.
- Sexual — Unwanted physical contact or sexually abusive comments.
- Homophobic — Because of or focussing on the issue of sexuality.
- Verbal — Name-calling, sarcasm, spreading rumours, teasing.
- Cyber — All areas of internet, such as email & internet chat room misuse. Misuse of associated technology, i.e. camera & video facilities.

Children who display these bullying behaviours are disregulated and stressed inside.

Why is it Important to Respond to Bullying?

We have a responsibility to respond promptly and effectively to reports of bullying behaviour. Everybody has the right to be treated with respect and those children who are displaying bullying behaviours need support to break the cycle of destructive and disempowering behaviour.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults are aware of these possible signs and know to investigate if a child:

- Is unwilling to go to school (school phobic).
- Becomes withdrawn anxious or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Begins to do poorly in schoolwork.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or " go missing".
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other children or siblings.
- Stops eating.

- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1) When bullying is reported to a member of staff it ir recorded on Arbor and actioned by SLT.

2) The bullying behaviour or threats of bullying must be investigated and stopped quickly.

3) Staff will investigate the incident, make notes and record any action taken.

4) If appropriate, staff will invite the parents of all the children involved for an open and honest conversation.

5) If necessary and appropriate, police will be consulted.

6) Staff will be committed to spending time with all the children involved including those who have displayed bullying behaviour and support them in breaking the cycle of destructive and disempowering behaviour.

Outcomes

1) The child displaying bullying behaviour will be supported to understand the impact of their behaviour and then a genuine, and child led, apology can be made.

2) Sanctions imposed.

3) In serious cases, fixed term exclusion or permanent exclusion will be considered.

4) If possible, the pupils will be reconciled.

5) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying behaviour does not take place.

Prevention

- The school will teach children about the issues of bullying behaviour through our PSHE curriculum – Jigsaw.
- Staff will support children to develop empowering behaviours and ways to communicate positively with themselves and others.
- Parents have access to leaflets which provide contact numbers and websites (at front office).