

The purpose of this policy is to set out the school's expectations with regard to appropriate behaviour and also detail rewards and sanctions to ensure continuity for all pupils, parents and staff. It is a means of ensuring a consistent approach to behaviour across the school and maintaining the highest possible standards of behaviour. This policy applies equally to all pupils at Great Wood, with full consideration being given to each individual's needs.

Aims

At Great Wood Primary School we aim for outstanding behaviour where all pupils are able to achieve to their full potential in a safe and secure environment and where pupils have a right to feel safe. We will not tolerate inappropriate behaviour or bullying of any kind. Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying) will be acted on immediately. The school's definition of bullying can be found at the end of this policy. We aim to foster an atmosphere of mutual respect where pupils take responsibility for their own behaviour and actions. Our policy is based on rewards for those who follow our school rules and maintain consistently high standards in behaviour and achievement.

This is demonstrated through our children's '**Vision Statement**' and '**Gold Leaf Code**' which we share and display throughout school.

Vision Statement

At Great Wood School we ...
Aim high and make a difference

- as **learners** who question and make connections.
- as caring **friends** who value difference and challenge discrimination,
- as **individuals** who look after ourselves, ready for the challenges of the real world
- as **citizens** of a connected world and shared planet
today and every day.

The Gold Leaf Code

Respect ourselves and others,
Have **courage**,
Show **responsibility**,
Demonstrate **acceptance**,
Practice **kindness**,
Use **forgiveness**,

and always be **courteous** and
honest to all.

At Great Wood, we believe that each person in our school community should be valued and respected. Our goal is for each child to gain a sense of responsibility, self-discipline and a pride in personal and academic achievement. We believe that:

- Behaviour can change and that every child can be successful.
- Celebrating success helps children to achieve more.
- Reinforcing good behaviour helps our children feel good about themselves.
- Good school discipline helps to create a happy, caring atmosphere and will support the inclusion of all children.

Pupil responsibilities

- conduct themselves around the school quietly in a safe and sensible manner
- arrive on time to lessons ready to learn
- listen and follow instructions given by adults
- try their best in all lessons
- behave in a sensible and polite manner to all staff and pupils
- show respect for the opinions and beliefs of others
- treat others the way they want to be treated
- complete all class work to a high standard
- hand in homework on time to a high standard

- read daily at home and ensure reading books are changed and records are signed
- show respect for the school building and resources
- follow the school rules
- work to demonstrate our school values

Parent responsibilities

- work in partnership with staff to ensure good behaviour
- inform staff of any concerns or changes
- respond to concerns raised by members of staff
- ensure pupils come to school wearing the correct school uniform and footwear (including PE kits)
- support the school's guidance regarding jewellery and hair
- ensure pupils come to school correctly equipped and prepared to work
- ensure children complete their homework to a high standard and hand it in on time
- read daily with your child and sign their reading record
- show respect to all members of the school community
- support the school's rules

Staff responsibilities

- promote and reinforce positive behaviour at all times
- reinforce clear expectations of behaviour
- deal with incidents of inappropriate behaviour by following the school's procedures
- ensure children enter the classroom and hall quietly and ready to learn

The teaching of good behaviour

Our Spiritual, Moral, Social and Cultural development provides many ways to promote positive behaviour, including:

- **PSHEC curriculum** – children are taught about friendship, recognising anger, strategies to calm down and peaceful problem solving techniques.
- **Values curriculum** – through assemblies and lessons, children explore twenty two values over a two year cycle which includes kindness, empathy, courtesy, honesty and tolerance. Staff refer to these when speaking to children about their behaviour and attitude to learning.
- **British Values** – through PSHE, assemblies, significant events and the wider curriculum, we teach children about democracy, the rule of law, individual liberty, mutual respect and tolerance of other faiths and religions.
- **RE curriculum** – children learn about different religions and develop a tolerance of different beliefs and faiths.

Positive recognition and reward systems

We have a range of rewards in place to reinforce and reward good behaviour, effort and achievement, which are implemented consistently and fairly.

- Weekly celebration assembly
- Team points for good behaviour, effort and work
- Postcards sent home to recognise good behaviour, effort and work
- Feedback from adults (verbally and in writing)

School Rules

We have high expectations of our pupils at all times which are clearly displayed around school as sets of rules (classroom, assembly, playground and dining hall). These are regularly shared with the children and all staff refer to them when dealing with poor behaviour choices.

Unacceptable Behaviour

As well as rewards for positive behaviour, it is important that we deal with any unacceptable behaviour in a clear and consistent way. If one child is behaving poorly in class and distracting others, or is constantly taking up teacher time with poor behaviour choices, then the learning environment suffers. The classroom is a place for learning and it is important that we ensure that

is how it is seen by all children. We provide a clear, visual behaviour system for managing unacceptable behaviour.

1. Non-verbal warnings
2. Verbal warning
3. Name on the board and child moved in the classroom
4. Yellow card – child misses the next playtime IN THE HALL if yellow card not earned back
5. Red card – parents informed and child misses two playtimes

Following a sanction, all children start the next lesson with a fresh start. All names are removed from the board or returned to green.

Restorative Approach

Children learn through making mistakes, often not realizing the impact of their actions on others. An adult taking time to unpick the steps that led to poor behaviour choices can help a child understand the consequences of their choice and consider alternative more positive choices that were available. Sometimes the views of a number of children need to be listened to, to understand a situation. A focus when managing poor behavior choices is enabling a child to understand the need to repair any harm caused by their actions for example to repair relationships that have been damaged; bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Missed play is used as a time to help pupils consider how in future having greater self-control over a response to a situation can lead to better outcomes.

Sanctions

When poor behaviour is identified, sanctions are implemented consistently and fairly. We have clear sanctions for those who do not comply with our behaviour policy.

- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines.
- Missed playtimes
- Loss of privileges – prized responsibility, non-uniform day or school visit.
- School based community service – litter picking, weeding or clearing the hall after meals.
- Regular reporting, scheduled uniform and other behaviour check.
- Internal isolation – child works away from the class with an adult.
- In more extreme cases we may use suspension (fixed term exclusion including for lunchtimes only) or permanent exclusions.

Class teachers and members of the SLT review behaviour records with children. If a pattern of events is identified, then with the class teacher, a meeting will be organised with parents.

Serious incidents

Serious incidents include: being physical to others, threatening behaviour, theft, discriminatory behaviour, rude or offensive language and behaviour, leaving the premises, being rude to other adults (e.g. arguing with staff, muttering under breath, answering back, rolling of eyes, tutting), vandalising equipment or property, bullying (see Anti-Bullying Policy) and false allegations against staff.

In cases of severe disruption, the child will be sent immediately to either the Headteacher or Deputy Headteacher and parents will be asked to come into school to discuss the matter. On very rare occasions it may prove necessary for members of staff to use reasonable force to control a pupil who may otherwise be in danger of hurting him or herself or others.

Lunchtime Behaviour

Children are expected to respect all adults, behave well at all times and follow the rules which are displayed in the dining hall and on the playground. Mid-day supervisors will monitor both positive and negative behaviour during this time and report to class teachers. If children are making poor behaviour choices then sanctions will be issued by mid-day supervisors.

Specific information about children with individual learning and / or behaviour needs is shared through the Pupil Shared Information 'Purple File' which is kept in the staffroom. Mid-day supervisors are able to share any concerns they have about a child with the learning mentor or a senior leader and these are shared with teachers and staff when needed.

Suspension and Exclusion

Ultimately, the Headteacher can take a decision to exclude a pupil from the school for a fixed period of days (a suspension) or permanently:

- In response to serious breaches of the discipline policy; and
- Where allowing the child to remain in school would seriously harm the education and welfare of others in the school.

The School follows Lancashire County Council guidance and the process of exclusion that we follow is based on a legal framework. Following a fixed period exclusion, support is provided to ensure a good understanding of what has happened and how it could have been avoided, so that reintegration into school is smooth and measures are in place to support the child. Parents are informed of the exclusion, the reason and of their statutory rights. The Chair of Governors and the local authority are also informed of suspensions and exclusions straight away. Additional information can be found here: <http://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school.aspx>

Pupil support systems

Support is provided to children who show challenging/distressed behavior that impacts their learning and the learning of others. Support and advice will be sought through the SENDCo from specialist teachers, Educational Psychologist, medical practitioners and others depending on identified needs.

Through our clear strategy, we monitor incidents of unacceptable behaviour carefully and establish additional support strategies for those behaviours staff find most challenging. When a child is identified with acute needs, we liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review it on a regular basis.

Additional support is provided during transition points (Reception to Y1, Y2 to Y3 and Y6 to high school).

Liaison with parents

We recognise that ongoing communication with parents is important. Parents will be contacted when we have concerns about behaviour at an early stage so that we can work together to support their child. Children who are persistently involved in low level disruptive behaviour, will be invited into school to plan the best way forward with their class teacher, Headteacher / Deputy Headteacher and SENDCo as appropriate. This may involve a personalised behaviour plan being implemented. Parents who experience challenging behaviour at home are encouraged to share their concerns with school by arranging to meet with the class teacher.

Parents views are sought when the Behaviour Policy is reviewed and through the annual parental survey. Children in Y4-6 complete a pupil survey annually, which helps us to monitor behaviour. The results of the survey can be found on our website.

Home school agreements

The standard of behaviour expected of all pupils is included in our Home-School Agreement which parents must sign with their child and return to school.

Misbehaviour outside of school

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is particularly pertinent to incidents of online-bullying or other online safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. It also includes misbehaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school will respond to these incidents if a child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform (or in some other way identifiable as a pupil at the school)

In all of these circumstances the Headteacher will use the school's discipline policy and also consider whether it is appropriate to notify the police of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

We acknowledge that the sanction will depend upon the severity of the incident and the circumstances of the child. This will be determined by either the Headteacher or Deputy Headteacher following an investigation and discussion with the class teacher. When appropriate, parents will be informed about the incident and the sanction.

Due to damage caused after school and advice from the police, the Governors decided to make it clear that the school grounds are private property and access is not allowed without permission out of school hours; this includes current and former pupils and parents. The police have advised all to call 596920 or 101 to manage trespass.

Power to use reasonable force

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 in the classroom. We follow the Department for Education guidance: *'Use of reasonable force: Advice for Headteachers, staff and governing bodies'* (July 2013). Parents will be contacted following a serious incident involving the use of reasonable force.

The use of reasonable force at Great Wood is monitored in order to help staff learn from experience, promote the wellbeing of the pupil in our care, and provide a basis for appropriate support. Monitoring also helps us to determine what specialist help may be needed for the pupil. Issues are reported to the whole school at staff meetings; as well as the Governors as necessary.

Confiscation of inappropriate items

Teachers have the legal powers to search for and confiscate without consent for:

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| • Weapons and knives | • Fireworks |
| • Alcohol, illegal drugs or medicines | • Any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property |
| • Stolen items | • Any item banned by the school |
| • Tobacco and cigarette papers | |
| • Inappropriate items | |

Weapons and knives will always be handed over to the police, otherwise it is for the Headteacher / Deputy Headteacher to decide if and when to return a confiscated item to the pupil's parents.

Staff have the legal powers to confiscate, retain or dispose of a pupil's property. The law protects staff from liability for damage to, or loss of, any confiscated items.

Staff development and support

Staff are provided with regular training and advice and are able to identify particular training needs through their appraisals and the school's annual self-evaluation process.

Review and monitoring

Monitoring is the responsibility of the Headteacher, named Governor and senior leader with responsibility for behaviour. The Curriculum Committee of the governing body monitors our behaviour policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about behaviour, and makes a record of all such comments.

The school is aware of our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special education needs and disability (SEND).

Reviewed and Approved by Governors:	Autumn 2022	Next Review	Spring 2025
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This policy has been written in accordance to recent Department for Education guidance:

- *Behaviour in Schools: Advice for Headteachers and school staff 2022*
- *Suspension and Permanent Exclusion Guidance for Schools 2022*
- *Keeping Children Safe in Education 2022*
- *Use of reasonable force: Advice for Headteacher, staff and governing bodies 2013*
- *Getting the simple things right: Charlie Taylor's behaviour checklist 2011*
- *Section 89 of the Education and Inspections Act 2006*

What is bullying?

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. See separate Anti-bullying Policy for further.

The following criteria will be shared with the children through the '*SEAL: Say no to bullying*' curriculum materials and is used by school to determine if bullying is taking place:

1. It does not happen just once; it goes on over time and happens again and again – it is **repeated**.
2. It is **deliberate** and **intentional** – hurting someone on purpose – it is not accidentally hurting someone.
3. It is **unfair** / there is an **unequal power balance** (imbalance of power) – the person/people doing the bullying is/are stronger or there are more of them or they have 'influence', higher status or power. Even if they are enjoying it, the person they are bullying is not.