



# Behaviour Policy

Policy adopted on: September 2021

Next review due: September 2022

Approved by Headteacher:

Approved by Chair of Governors:

**Wivelsfield Primary School South Road, Wivelsfield Green, RH17 7QN**  
**Telephone: 01444 471393 [office@wivelsfield.e-sussex.sch.uk](mailto:office@wivelsfield.e-sussex.sch.uk) [www.wivelsfieldschool.org](http://www.wivelsfieldschool.org)**  
**Headteacher: Mrs H Smith BA Hons NPQH**



## **Wivelsfield Primary School**

### **Behaviour Policy**

This policy was adopted on September 2020

This policy is due for review September 2021

#### **BACKGROUND**

Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This is complemented by the Elton Report (2006) which recommends that schools should develop behaviour policies that are clearly understood by pupils, parents, staff and governors. Moreover, the Department for Education Behaviour and Discipline in Schools (2016) states: 'Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.'

Whilst it is necessary to establish basic school rules, which everyone adheres to, it is also very important to recognise and promote our fundamental beliefs on this issue.

#### **BASIC PRINCIPLES**

The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values. The latter are encapsulated in the school's published 'Golden Rules' (Appendix A) At the beginning of the autumn term, each class will discuss the school's 'Golden Rules'; specifically 'what they look like in and around our school. A copy of the Golden Rules will be signed by the teacher(s) and children and displayed in the classroom.

##### **Mutual respect**

Good relationships are the keystone to a successful behaviour policy. Every member of the school should feel valued. There should be a willingness to listen and understand and to develop a school ethos which is built upon a caring attitude.

##### **Respect for the Environment**

The school should look as if it is cared for. It should be kept tidy; there should be no litter or clutter. The gardens and displays, which make the school more attractive, should be valued.

##### **Safety**

The school should be a safe place where everyone feels secure. By looking after each other

and our environment this can be better achieved.

### Responsibility

Children are encouraged to become responsible citizens through taking on responsibilities in the classroom, and in the wider school community such as school councillors, prefects, house captains and play leaders

## **REWARDS AND SANCTIONS EYFS, KS1, KS2**

High but appropriate standards should be set in work and behaviour. Positive reinforcement of these standards by example and by rewarding achievement should be our goal. All rewards and sanctions should be consistently and fairly applied.

Wivelsfield School encourages children to reflect on the impact of any poor behaviour on others through Restorative Justice conversations and, when appropriate, sanctions related to the misdemeanour.

### **Rewards KS1 and KS2**

- Verbal praise
- Name moved to star and a house point awarded
- Name moved to 'Out of this world', an additional house point awarded
- Commendations for good work, particular effort or achievement and thoughtfulness. These may take the form of written praise, house points or head teacher awards:
  - Headteacher sticker = 2 house points
  - Headteacher certificate = 5 house points
- Writers' and Mathematicians' awards in celebration assembly
- Showing work to Head teacher or Deputy Head teacher, showing work in assembly, displaying work around the school.
- Certificates of achievement awarded in assembly for good work, effort or attitude.
- Pupils who collect a certain number of house points will have a certificate to take home to parents praising their efforts:
  - 50 house points - bronze
  - 100 house points - silver
  - 150 house points – gold
  - 250 house points – medal
  - 350 house points – book token
- A golden place is created each Friday lunchtime. The school catering team and /or Midday Meal Supervisors choose a child from each sitting each week to receive a golden award for politeness, good manners etc. They each choose a friend to sit with at the 'Golden Place'. They also receive 2 house points each
- The trophy for the School Courtesy Award is given weekly to KS2 classes, choosing a winner from each class in succession.
- Children in EYFS and KS1 are awarded a Behaviour Bee and the Value Cup is awarded to a member of each class in KS2 weekly. These relate to a particular school value each short term.
- The House Cup is awarded at the end of each long term and an overall winner house cup at the end of the year.
- A Sports Day Trophy is awarded to the winning house

### **Additional Rewards for EYFS**

All children will start the day with their name on the 'Superstars' sunshine picture. When the children are rewarded for good behaviour, great effort, listening skills (meeting the Golden Rules) etc. they will be congratulated and given a sticker and a house point. They will also be given the opportunity to share their fantastic work with the class and on our 'Gallery' wall.

## Sanctions for KS1 and KS2

### Lessons

Teachers will use a positive approach to behaviour and de-escalation strategies in the first instance. If this has no impact the following will apply:

1. If a child breaks a golden rule within a lesson they get a warning .
2. If a child breaks the same or another golden rule a further one or more times within that lesson, they lose up to 10 minutes of the next playtime. They may also be sent to their buddy class with appropriate work to complete. During their missed playtime, they will stay in class where an adult will use Restorative Justice questions to help them reflect on their behaviour.
3. If there is more 'severe incident' i.e. peer on peer abuse, fighting, stealing, swearing at pupil/adult or deliberate rudeness to an adult, damaging school property with intent, persistent unkindness to others/bullying type behaviour there will be no warning given. This will also apply to sexual harassment between peers. The child will be sent to a member of the Senior Leadership Team. In this instance these sanctions will apply:

- Key Stage 1 - Restorative Justice conversation (SLT) and appropriate sanction.
- Lower Key Stage 2 -Restorative Justice conversation (SLT) and appropriate sanction.
- Upper Key Stage 2 - Restorative Justice conversation (SLT) and appropriate sanction.

Sanctions may include lost playtime

NB: In all instances children will be given time to go the toilet and given the opportunity for a few minutes 'run around' at the end of a break time.

Where appropriate East Sussex guidance for managing incidents of Harmful Sexual Behaviour will be followed.

5. At the end of the lesson, the 'slate is wiped clean'. E.g. pupils are back to a first offence 'warning' etc.

6. At the discretion of the Headteacher, Deputy Headteacher or in their absence another member of the SLT, a further sanction may be applied e.g. internal exclusion or longer loss of playtime. In these instances, parents/carers will always be informed.

### Points of note:

- Children can lose up to ten minutes chunk in one lesson – **no more**.
- Teacher assistants have the right to apply the sanctions in conjunction with the teacher or whoever is teaching the class. .

If a teacher feels it necessary then the Deputy Head Teacher/Head Teacher should be informed of behaviour that might not normally merit their intervention according to the sanctions shown above.

## **Breaktimes and Around the School**

1. If a child breaks a golden rule eg. rough play or silly behaviour in the toilets, inappropriate use of resources **a warning will be given**

2. If a child breaks the same or another golden rule **at the same breaktime** they will be asked to stay with an adult for 5 minutes and may have a Restorative Justice discussion. The incident should be recorded on a behaviour slip and returned to the class teacher.

3. For more 'severe incidents' i.e. peer on peer abuse, fighting, stealing, swearing at pupil/adult or deliberate rudeness to an adult, persistent unkindness to others including /bullying type behaviour, there will be no warning given. This will also apply to sexual harassment between peers. The child will be sent to a member of the Senior Leadership Team. In most instances, parents will be informed. The incident will be recorded.

In this instance these sanctions will apply:

- Key Stage 1 - Restorative Justice conversation (SLT) and appropriate sanction
- Lower Key Stage 2 - Restorative Justice conversation (SLT) and appropriate sanction
- Upper Key Stage 2 - Restorative Justice conversation (SLT) and appropriate sanction

Sanctions may include lost playtime

NB: in all instances children will be given time to go the toilet and the opportunity for a few minutes 'run around' at the end of a break time.

Where appropriate East Sussex guidance for managing incidents of Harmful Sexual Behaviour will be followed.

### **EYFS :**

**Sanctions will be moderated to take into account the age of the children; this is particularly relevant at the start of the year.**

## **Practical Arrangements**

- For longer sanctions children are to report to the Headteacher or in her absence the Deputy Headteacher
- Clubs should not be missed if a sanction has been given. The sanction should be deferred to the next day.

## **Recording**

Significant behaviour incidents are recorded electronically My Concerns. Other 'moderate incidents' are recorded in class logs.

## **Behaviour Code Posters**

Posters are displayed in all classes and learning areas showing the Behaviour Code

## **Special Educational Needs and Disability**

We provide support and intervention programmes for those children with whose emotional

and mental health can manifest themselves in negative behaviour patterns. This support is identified on the SEND additional needs plan or EHCP. **This means alternative actions, rewards and sanctions to those described above may be used for these children.** If necessary, additional support is provided to the school and child through outside agencies such as the East Sussex Behaviour and Attendance Service/ CLASS. We recognise that this individualized approach can sometimes lead to perceptions that we are not adhering to policy but ask parents/carers and children to understand that where there are departures from policy, these are taken for good reasons in line with the SEND Code of Practice. As a school we seek to deal with all such cases professionally and sensitively.

### **Behaviour whilst using the toilets**

Children are aware that they should consistently behave in a responsible way when using the toilets. A sanction will be given without a warning for poor behaviour including: looking over or under cubicle partitions, trying to climb over or get under cubicle partitions, climbing on the toilet or cistern, putting whole toilet rolls in the toilet.

### **RESTRICTIVE PHYSICAL INTERVENTION**

Restrictive physical intervention should only be used in emergencies; every available strategy should be considered prior to the use of physical restraint. Any restrictive physical intervention is used in line with '*East Sussex County Council Restrictive Physical Intervention/Use of Reasonable Force Guidance – April 2019*'.

There are many different strategies available to avoid the need for physical restraint, the first of which is pre-empting any such incident. Talking, to help a child to calm down, a 'safe' place to reduce anxiety, a 'breathing' space, recognition of escalating anxieties and having a break from the class – a walk round the field accompanied by an adult are all strategies which should be employed. However, in certain circumstances, restrictive physical intervention is required to ensure the safety of an individual pupil and the safety of other members of the whole school community. Violent or aggressive behaviour to others is not acceptable and will not be tolerated: where this is identified and extreme behaviour is appearing to escalate, making the use of physical restraint inevitable, parents will be informed to collect their child as soon as possible.

Restrictive Physical Intervention will only be used as a 'last resort' and only for:

- **removal of a disruptive pupil from a classroom**
- **restraint of a pupil to prevent them harming themselves**
- **restraint of a pupil to prevent them harming others**
- **prevention of a pupil leaving if leaving would risk their safety.**

**It should not be used merely to prevent a pupil damaging school property .**

In any circumstance where physical restraint has been used, the incident will be documented, giving details of the incident and reasons for restraint. Parents will also be informed immediately by telephone and asked to remove the child from the school site where deemed necessary.

Wherever possible, members of staff trained in positive handling should be asked to assist if restraint is needed.

### **EXCLUSION**

Exclusion is used as a last resort and will only be considered in response to serious or persistent breaches of the school's behaviour policy. It will be considered and implemented, where permitting the pupil to remain in school would seriously harm: the education or

welfare of the pupil, the education or welfare of another pupil or pupils or the physical wellbeing of others in the school.

Other than in the case of a serious one-off offence (non-exhaustive examples being serious actual or threatened violence, sexual abuse or assault, supplying an illegal drug or carrying an offensive weapon) exclusion will only be used when other approaches have been unsuccessful. For a serious one-off offence, exclusion may be immediate.

Any exclusion, whether temporary or permanent, will be notified to the parents of that child in writing.

Any exclusion will be carried out using guidance and procedures stated in 'Exclusion Guidance for Schools and Academies' East Sussex County Council January 2017 in conjunction with 'Exclusion from maintained schools, academies and pupil referral units in England' DfE September 2017

Please also refer to the Exclusions Policy .

### **SEARCHING, SCREENING AND CONFISCATION**

Any pupil will be searched by a member of staff, if the member of staff knows, or has the reasonable belief that the pupil is in possession of a prohibited item. Should such a search take place, a second member of staff will also be present. Should it be suspected that a prohibited item is concealed within a child's underwear, the authority of the Head Teacher, or in their absence the Deputy Head Teacher, will be sought prior to any such search.

The following is a non-exhaustive list of prohibited items. Any such items found in a pupil's possession will be confiscated and not returned to the pupil:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has 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)

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

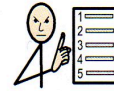
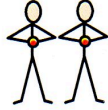
Searching and screening pupils is conducted in line with [Searching, screening and confiscation: advice for schools](#), DfE January 2018. If at all possible, two members of staff will be present, where possible they will be the same gender as the pupil being searched. A search will only be undertaken if there is reasonable grounds for suspicion.

### **IN CONCLUSION**

Effective Behaviour Management is essential to the smooth running of a school and in the

creation of an environment where everyone's rights and responsibilities are addressed. A balance between fundamental rights and responsibilities is at the heart of behaviour management. (Rogers, B 1995)

## Appendix A



# Our Golden Rules



- \* Be kind and helpful



- \* Be respectful



- \* Be honest



- \* Listen to people



- \* Speak politely



- \* Work hard



- \* Look after property

