

# Wrockwardine Wood CE Junior School

## Behaviour Policy

***'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.***



Completed: September 2024

Review: September 2025

Reviewed annually by Headteacher



## “Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise ***‘I have come to give life and life in all its fullness.’*** (John 10:10)

### Our School Christian Values



***'If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.'***

**Goethe.**

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.” DFE Behaviour in schools Document 2022

At Wrockwardine Wood CE Junior School we are committed to encouraging good, positive and caring behaviour, and to promote self-regulation and holding high regard for rules and authority. We strive to nurture and develop a strong sense of community in which each individual is valued and respected, and in turn takes responsibility for their actions. By working as a whole school, together with the local community we believe that the school can create the culture necessary for every child to achieve their full potential. We aim to ensure that behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour.

**Our behaviour policy aims to:**

- Create a welcoming and safe learning environment in which everyone can be successful in achieving their full potential.
- Develop a consistent approach across the school which all children know and understand.
- Create an atmosphere where social, moral, spiritual and cultural values are learnt and developed.

We are committed to promoting equality and good relationships. We tackle discrimination quickly and firmly and aim to make equality of opportunity a reality for our children.

Underpinning our behaviour policy are the Three key rules. These are three simple rules that we expect all pupils, adults and stakeholders in the school to follow.

- 1. READY – at all times, ready to learn, equipment ready, mind ready. Ready out of the classroom – ready to play fairly, ready to listen for lunch – Ready.**
- 2. RESPECT – Treat all others, property and self with respect, taking the context of people and situation into account.**
- 3. SAFE – do all that you can to keep everyone in school safe. No hitting or kicking etc, but also reporting of dangerous areas, items or equipment.**

## **Roles and Responsibilities**

At Wrockwardine Wood CE Juniors, we act as a whole school community and work together, including, parents, carers, children and staff. This ensures that the school environment reflects our three school rules of Ready, Respect and Safe.

## **Positive Behaviour Management**

We expect everyone to have high expectations of behaviour at all times and to promote positive behaviour management. Staff will follow the Paul Dix Behaviour Management system.

**Definition:** Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection.

Positive behaviour management is the responsibility of all staff and the wider school community. It is a co-operative venture: we work as part of a team. Mutual support, consistency and communication are an essential component of this teamwork. Children will achieve more, be better motivated and behave better, when we all commend and reward their successes rather than focus on their failure.

It is very important that praise and reward should have great emphasis. Praise has a reinforcing and motivational role; it helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; be earned for the steady maintenance of good standards as well as for particular achievements.

We recognise that we may need a flexible approach to our behaviour policy to enable us to meet the needs of our children. We aim to equip our children with the skills to self-regulate through Emotion Coaching and the Zones of Regulation.

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training for parents to learn this approach and share their own experiences.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

**Step 1 Recognising the child's feelings and empathising with them.**

**Step 2 Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay)**

**Step 3 Set limits on the behaviour (if needed)**

**Step 4 Problem-solve with the child**

# The **ZONES** of Regulation®



Figure 2: Wall Posters of the Zones

## **Reward Systems:**

Good behaviour is helped when everyone remembers to do what is expected of him/her. We believe that good behaviour should be consistently rewarded:

### **On a daily basis staff can**

- praise a child immediately for their good behaviour and say why they are pleased with them.
- give small privileges to children who behave consistently well, and to children otherwise who have made a special effort to do so.
- phone the child's parents to express how pleased they are with his/her behaviour.
- reward exemplary behaviour or achievement via the individual class reward schemes including; star of the week and raffle tickets.

To further support our reward system we offer:

### **Celebration Assemblies**

Once every term every class will have a Reward assembly. It is at this assembly that class teachers will identify 6 children who have demonstrated consistently appropriate attitudes towards all areas of school life in line with the current Christian value for that half term. These children are awarded with a Star certificate to take home and their names are recorded in the weekly newsletter that week.

### **TA Awards**

These are awards that are presented to 2 children by the Teaching Assistants. The children are chosen from the class whose Reward Assembly it is and are awarded with a TA Award certificate to take home and an award to display within their classroom.

### **Achievement Awards**

These awards are presented to children during a Reward Assembly. All class teachers identify two children from their class that have demonstrated consistently appropriate attitudes towards areas of school life. These children are presented with an achievement award certificate to take home.

### **Above and Beyond Awards.**

Above and beyond awards celebrate and recognise pupil's outstanding contribution within the school. A postcard will be sent to parents via post in recognition of their child's achievement.

### **Head Teacher Award**

If a child has displayed work of an exceptional standard, they are asked to show their work to the

Head teacher to celebrate their achievement they are presented with a Head teachers' sticker and/or postcard home.

### **Lunchtime Teach Awards**

Each week the lunchtime teachers will nominate one child each to receive a certificate for demonstrating good behaviour at lunchtime in line with the school policy.

### **Curriculum**

Our behaviour curriculum (see separate document) defines the expected behaviours in school. It is centred on what successful behaviour looks like and defines it clearly for all parties through pupil role models, routines and teacher expectations. Our PSHEE curriculum is used to further reinforce the behaviours that we expect in school, by supporting our pupils' development into confident, respectful young people who understand and respect who they are, are confident in expressing their ideas and opinions and have the personal attributes to equip them for life and learning. Routines are used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils is made into a commonly understood routine, for example, entering class or clearing tables at lunchtime.

### **British Values**

The school seeks to develop pupils' acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The teaching of British Values is woven into all aspects of our school and is referred to in interactions between pupils and staff, as well as made explicit in our PSHEE lessons. By immersing our pupils in the language of British Values, we believe that they can develop and demonstrate skills and attitudes that will allow them to participate successfully in, and contribute positively to, life in modern Britain.

### **Behaviour Management Pathway**

Staff will follow the Paul Dix approach to behaviour management and child friendly copies of the behaviour pathways are displayed in all classrooms. (Appendix 1)

Children will always be given a chance to consider their behaviour and correct it. They will be encouraged and helped to make apologies to those they may have offended; show they can keep to school rules and make other suitable reparation.

However, there may be some children whose behaviour causes particular concern and in these cases staff members refer to the Behaviour Management Pathway and follow the steps accordingly.

Sanctions for breaches of good behaviour should not lead to children being denied access to the curriculum by, for example, preventing them from attending swimming sessions or taking part in PE, unless there is a clear risk to the safety of themselves or others, as there are important legal considerations.

Behaviours deemed to be unacceptable are identified under 3 levels:

### **Level 1 behaviours**

Examples include:

- Disrupting the learning of others
- Disregard for the school rules and procedures

- Talking over others
- Inappropriate comments

### **Level 2 behaviours**

Examples include:

- Consistently disrupting other children's learning
- deliberate rudeness
- Severe disregard for school rules and procedure
- name calling
- vandalism
- theft

### **Level 3 behaviours:**

Examples include:

- violent behaviour or hurting others
- deliberate offensive language (including racial abuse)
- bullying
- sexual harassment (these incidents will be dealt with using the Peer on Peer/Child on Child abuse policy and procedures)
- drug related behaviour
- carrying a weapon

### **The Script**

As part of the behaviour pathway staff will use 'The Script' and follow the same sanctions with the children when 3 incidents of level 1 unacceptable behaviour occurs consecutively. This is a generic verbal communication between staff member and child that allows the child to reflect upon their behaviour in an attempt to deescalate the situation and prevent further sanctions and consequences being issued. (Appendix 2)

The following steps are adhered to:

- Inappropriate behaviour identified with child
- Remember our 3 R's, are you following them?
- **Reminder**
  - Please don't ...

- **Caution**

**Script used:** *I've noticed that you've had a problem with .... You know this is unacceptable. This is the second time I've had to speak to you and you'll have to spend 5 minutes at playtime with me. Do you remember (something positive) that's what I need to see today. Thank you for listening.*" (5 mins of break or lunch lost)

- **Last chance**

*I've noticed that you've had a problem with .... You know this is unacceptable. This is the third time I've had to speak to you and you'll have to spend playtime with me. Do you remember (something positive) that's what I need to see today. Thank you for listening.*" (15 mins of break or lunch lost)

- **Time out**

- **Senior teacher removes child for a period of reflection**

- **Reconciliation meeting before the child goes home**

Throughout this process the adult will maintain emotional control.

### **Reflection Time**

Internal Reflections are begun by a member of SLT so the child understands why they are in reflection. They are then given an activity to do, this could include work around:

- School rules
- School values
- Targeted support (e.g. swearing)
- Social stories

Internal reflection takes place in the middle office, with windows for ventilation, access to toilets and fresh water and adults in close proximity.

### **Lunchtime**

At lunchtime children are expected to abide by all the school rules and it is the role of the lunchtime supervisors to oversee this. The role of staff is to ensure that children are safe and protected at all times. We use the Happy Lunchtime model to manage our playground at lunch time. As part of this initiative children will receive pom poms for good behaviour, these are collated once a fortnight in the hall as a year group. At the end of each half term the winning year group will receive a treat from the golden lunch box. Alongside this lunchtime teachers also award certificates in the Celebration assemble and The Head teacher runs themed special table for one nominated child plus their guest once a term.

Any behaviour issues are dealt with straight away by using similar steps that are expected within the classroom, outlined via the Positive Behaviour Management System (Appendix 2) e.g. verbal warning and a time out period. Incidences are logged in the lunchtime supervisor's behaviour log book and shown to teachers at the end of lunch. The incidences are then recorded on the school system to help monitor behaviours of individual children.

For those children that are consistently displaying unacceptable behaviour, they are placed into a social skills development group during their lunchtimes. This is supervised by senior members of staff and children work through activities and tasks to address behaviours and improve social skills.

The Headteacher may in extreme circumstances, decide to contact a child's parents and may exclude that child from the premises at lunchtimes.

### **SEND, PLAC and CiC**

There are some children for whom this policy is inappropriate. These children may be reordered on the schools SEND register as having Social and Emotional and Mental Health difficulties (SEMH). CiC (Children in Care) and PLAC (Previously Looked after Children) will be supported by the Designated Teacher, Miss Ashley, and a Virtual school case worker, CiC will have behavioural targets reviewed regularly through a PEP (Personal Education Plan). Individual behavioural plans incorporating short-term targets, consequences, expected behaviours, possible adaptations and strategies will be written, in consultation with parents/carers and the children themselves (where possible). These should be shared with all staff involved with the child. (See Appendix 8).

### **Offensive Language**



If a child deliberately uses offensive language (swearing, racist or homophobic comments) they will be reported to a senior teacher and given a period of reflection in the schools meeting room for a given duration depending upon the nature of the incident. During this time they will be given work to complete. A letter (see appendix 4) will be sent home to parents regarding inappropriate use of language and a log will be kept in case of a reoccurrence on CPOMS. All incidents will be recorded on IRIS. The Individual and Annual Return Racist Incident Reporting and Recording System (IRIS) is the tool used by schools to report both individual racist incidents and to log the annual return for racist incidents to Telford & Wrekin Local Authority. The IRIS also enables schools to keep and print records of individual racist incidents, view the records at any stage and prepare reports as and when necessary. At Wrockwardine Wood CE Junior School we report individual racist incidents as soon as possible after the incident and provide an annual monitoring report to the local authority using the IRIS system.

The Annual Return to the LA allows the authority to maintain accurate and up-to-date records in relation to racist incidents. These returns are vital in enabling the authority to fulfil its statutory duties and support schools by having an overview of racial harassment incidents and trends. IRIS forms are considered confidential between the school and the Local Authority. It is good practice because it allows for

- a more proactive response to incidents of racial harassment
- the monitoring of occurrences on a geographical basis
- the accurate identification and targeting of areas for specific support.

Statistical information may be extracted from school returns, in aggregated form, for reports to committees and external agencies. No other details will be released externally, except in exceptional circumstances, and then only following consultation with the school. The information you submit is not drawn up into comparative league tables. The information gained from IRIS returns is also used to inform the authority's overall strategy on embracing diversity and promoting community cohesion.

### **Definition of Racist Incident**

"A racist incident is any incident which is perceived to be racist by the victim or any other person."

*The Stephen Lawrence Inquiry Report 1999*

Racial incident reporting was one of the key recommendations of the Stephen Lawrence Enquiry report. An online form is available on the secure area of the IRIS to report racist incidents to the local authority as and when they occur. The form can be accessed via the button marked 'Log on' on the right of this page.

The reporting of racist incidents helps schools:

- to demonstrate that they are showing 'due regard' for the need to eliminate discrimination, advance equality and foster good relations (requirements under the Equality Act 2010)
- to demonstrate that they are serious about ensuring that all pupils feel safe (an important aspect in the Ofsted framework)
- to regularly analyse the recorded information to identify trends or patterns regarding the nature of incidents, who is involved and where incidents are happening.
- to identify potential cases of racist bullying by tracking incidents between particular pupils.
- to take action to address any issues which may be specific to the school as a whole, or to a particular year group.
- to contribute to reassuring families that incidents are seen to be fully investigated and actions have been taken.
- to allow the Local Authority to offer support to schools where there are higher than average levels of incidents

Whilst schools may wish to record name/UPN of pupils involved for their own records, this information is not collected by the local authority.

### **Self-removal from the class**

If a child removes themselves from the learning environment without permission, a member of staff from the classroom will monitor the child until a member of SLT arrives to support. The child will then have a calming down period supervised by a member of SLT and an appropriate strategy will be applied based on the individual child's need.

### **Children Leaving School without Permission**

Where children leave the classroom or leave school grounds without permission, school will work in compliance with the legal framework of the Children Act 1989 s3 (5); 'Anyone who has care of a child without parental responsibility may do what is "*reasonable*" in all the circumstances to safeguard and promote the child's welfare. It is likely to be "*reasonable*" to inform the police, or children's services departments, and, if appropriate, their parents, of the child/young person's safety and whereabouts'.

However, in principle, if a pupil runs out of class we will establish where he or she has gone. For avoidance of doubt and for all within and outside of the school, staff will not run after them but will seek additional support. It is advisable to keep a watchful eye on any child who has taken themselves out of the school building and possibly out of the school grounds unless this watchful eye provokes the child to run further. It is and will be a judgement call for staff to take what they feel is **reasonable** action in line with the advice above. If a child is no longer on the school premises, we will contact parents in the first instance. If they are not contactable, we will inform the police that a pupil has left school and is at risk.

### **Additional Courses of Action**

It may be that, as well as, or instead of, sanctioning a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher and SENCO to look at interventions, including EHA (Early Help Assessment), Behaviour Support, Adult support, referral to Emotional Health and Well-being panel, Modified timetable, Fair Access Panel, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.

Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting). This may also take the form of a behaviour log which is sent home daily with the child detailing their behaviour that day the parents can then comment on behaviour at home and build up a support network between home and school in managing the child's behaviour.

A school-based plan may be structured to support the child. The child's parents may be asked to contribute active support to the plan. This will be a Behaviour Support Plan and will form part of provision management. (See Appendix 8)

Advice from or, referral to the Behavioural Support Team or other external agencies (e.g. LSAT or EP)

Formal meetings, to include parents and others when appropriate, may be arranged by the Headteacher to consider the best ways forward.

If the child is not responsive to the support plan, it may be necessary to implement a fixed term exclusion (Following LA guidelines).

### **Suspension and Exclusion**

Suspension or permanent exclusion will be the last resort after a range of measures have been tried to support a child's behaviour. A decision to suspend a child for a fixed period may be taken in response to breaches of the school's behaviour policy. If this occurs parents/carers may be asked to remove their child for a specific, short-term period while intervention strategies are put in place to help the child improve. All suspensions will be recorded on CPOMs with an outline of the events leading up to the suspension letter will be sent home to parents (Appendix 9)

Exclusions whether fixed term or permanent can only be imposed by the Headteacher or in his/her absence a designated representative, normally the Deputy Head teacher. Where exclusion is used the school conforms to the Local Authority and DfE Guidance.

In conjunction with CiC policy, exclusion of a LAC or PLAC child will only be considered as a last resort. Where a fixed term exclusion is considered: the school will consult with the VS (Virtual School) prior to the exclusion to consider what additional support can be provided to prevent exclusion, linking in to Belonging Strategy – April 2019

### **Behaviour logs**

Where a child's behaviour is observed as unacceptable on a daily basis staff will complete an individual behaviour log which is kept on the school's CPOMs system.

### **Equal Opportunities**

Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

### **The Power to sanction Beyond the School Gate**

Sanctioning beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. As a school we understand that it is our duty to teach our pupils to always maintain their positive behaviour. These incidents will be dealt with using the same procedures as they would be if they happened in school, including referring to the online safety policy if they have been committed using technology or online, and/or the peer on peer/Child on Child abuse policy if the incident is determined to require it. The governing body must be satisfied that the measures proposed by the head teacher are lawful. (See appendix 5)

### **Searching and Confiscation**

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, vapes, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search, or if seen in school, or which are considered to be harmful or detrimental to school safety.

Prohibited Items	Banned Items
knives weapons alcohol vapes illegal drugs stolen items	Fidget Toys Trading cards Chewing gum Mobile Phones

As a school we will not allow searches by the police on site and will request that the school remains a safe place for the young person and that these are conducted elsewhere.

### **Mobile Phones**

We strongly discourage children from bringing a mobile phone to school but if parents feel it is necessary due to them walking to/from school alone, then the following will apply:

- Prior to entering school, the phone must be switched off
- Once on the school premises, the phone must remain powered off at all times
- The phone must be handed to the school office on arrival at school
- School are not responsible for the safety or security of the device
- The phone MUST NOT be used during school hours for any reason
- The phone will be confiscated and a parent called to collect it if the pupil does not comply with the above instructions

Parents of year 5 and 6 must make an application in writing to the Headteacher for their child to bring a phone into school. If a child brings a phone in without an approved application it will be kept in the office and a phone call made home for the parent to collect.

If children in lower year groups have a phone in school, a phone call will be made to parents to come and collect the phone from Reception.

### **Uniform**

If a child comes to school in uniform which is not school policy, then the school uniform policy will be followed (see separate policy). In the first instance, the child will be reminded of the correct uniform and a letter sent home to parents. If the child continues to wear incorrect uniform, then their parents will be called to discuss this. Children will be offered alternative school provided uniform to wear for that day. If a child wears inappropriate uniform (football kits, T shirts with slogans or clothing which exposes the midriff/or is too short), the parents will be called immediately and asked to bring in alternative uniform or give permission for their child to borrow uniform provided by school. If the inappropriate uniform is not corrected, the child will not be allowed in the class.

In exceptional circumstances, an agreement can be made by speaking directly with the Headteacher.

### **Pastoral Support**

Pastoral support is offered within school, through the Pastoral Lead, Miss Ashley. Support can be provided to children and parents throughout the school in a pastoral capacity and this may include:

- Working one to one with individual children on developing social and emotional behavioural skills.
- Working in small groups to develop children's confidence and self-esteem.
- Facilitating and organising specialist workshops tackling issues within the school such as obesity and self-esteem.
- Providing mediation between children and/or children and staff.
- Supporting class teachers and Teaching Assistants with the management of inappropriate behaviour, outburst and emotional issues.
- Liaising with parents regarding children's social, emotional and behavioural issues.

- Managing buddying systems within school.
- Completing EHA (Early Help Assessments) and co-ordinating EHSP (Early Help Support Plans)

### **Physical Intervention**

The use of physical intervention is very rare and is, wherever possible avoided.

There may be occasions where the use of physical restraint is appropriate; for example if a child is hurting his/her self and/or others or making a threat to injure using a weapon. KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. As part of taking a whole-school approach to behaviour and safeguarding where circumstances arise that endanger the safety of a pupil or staff member, we will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence in this case a restraint maybe necessary. Any intervention used will always be minimal and in proportion to the circumstances of the incident. All physical intervention will be recorded. All senior leadership staff have received MAPA training. All trained staff follow the guidelines of Wrockwardine Wood CE Junior School physical restraint policy.

### **Pastoral Care for School Staff**

If an employee is accused of misconduct and pending an investigation, the governing body will instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

### **Bullying**

Bullying will not be tolerated at Wrockwardine Wood CE Junior School. All staff and governors believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

All staff are aware that safeguarding issues can manifest themselves via peer on peer/ Child on Child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff are clear as to the school or college's policy and procedures with regards to Child on Child abuse. **KCSIE**

### **Further reading and guidance**

**Department for Education - Behaviour in schools Advice for headteachers and school staff September 2022**

[Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_in_schools_guidance_(publishing.service.gov.uk))

**Department for Education - Behaviour and discipline in schools Guidance for governing bodies**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour and discipline in schools guidance for governing bodies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

**Creating a Culture: How School Leaders can Optimise Behaviour**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/602487/Tom\\_Bennett\\_Independent\\_Review\\_of\\_Behaviour\\_in\\_Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf)

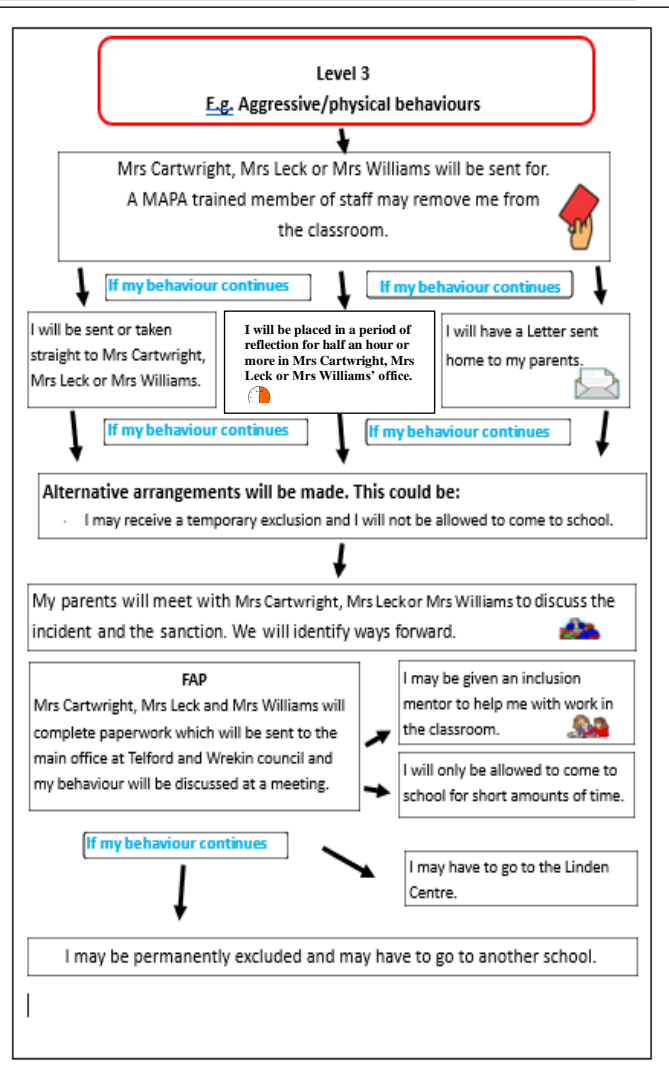
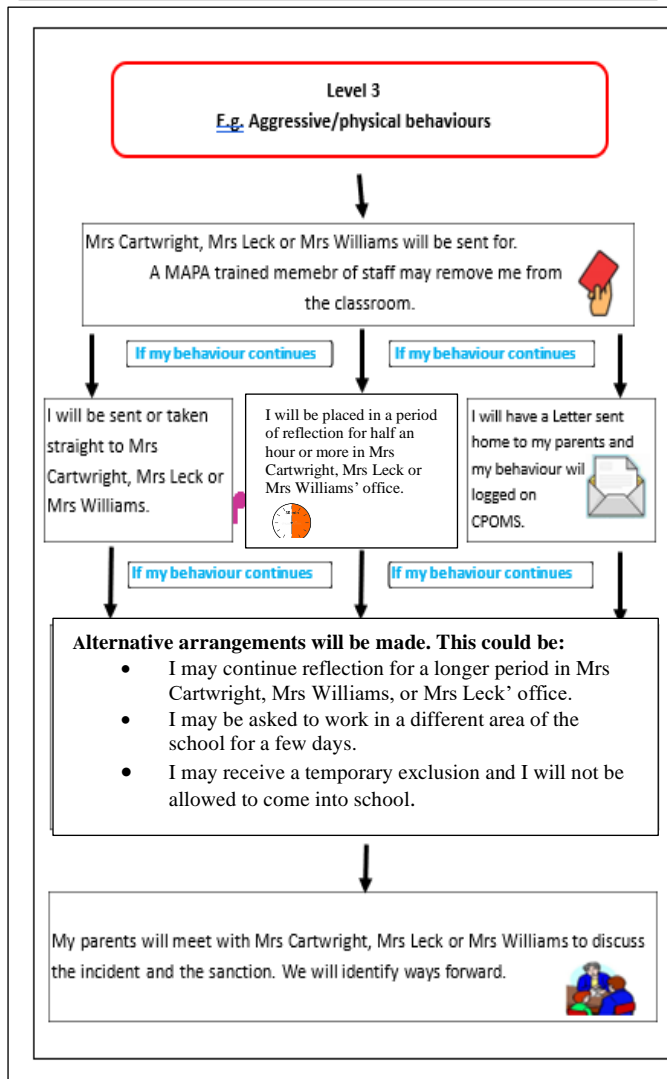
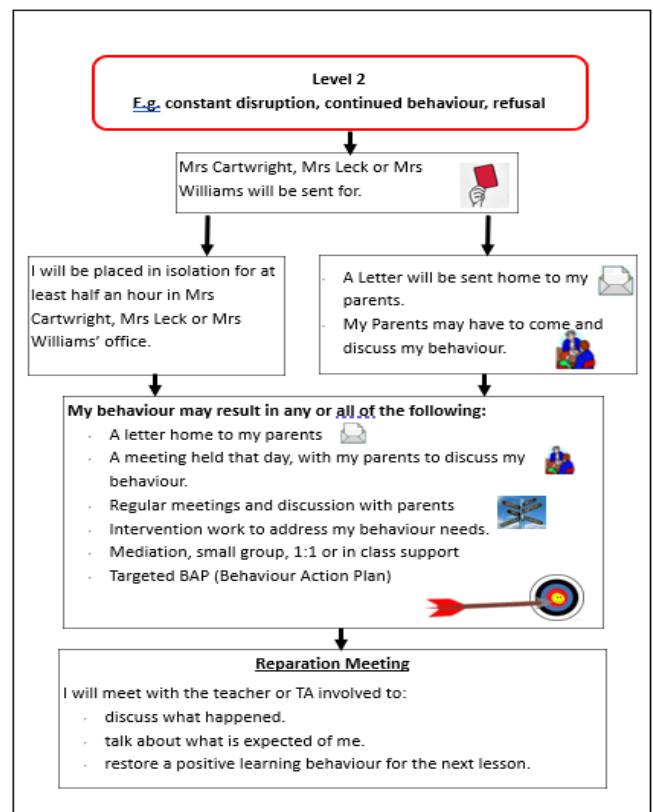
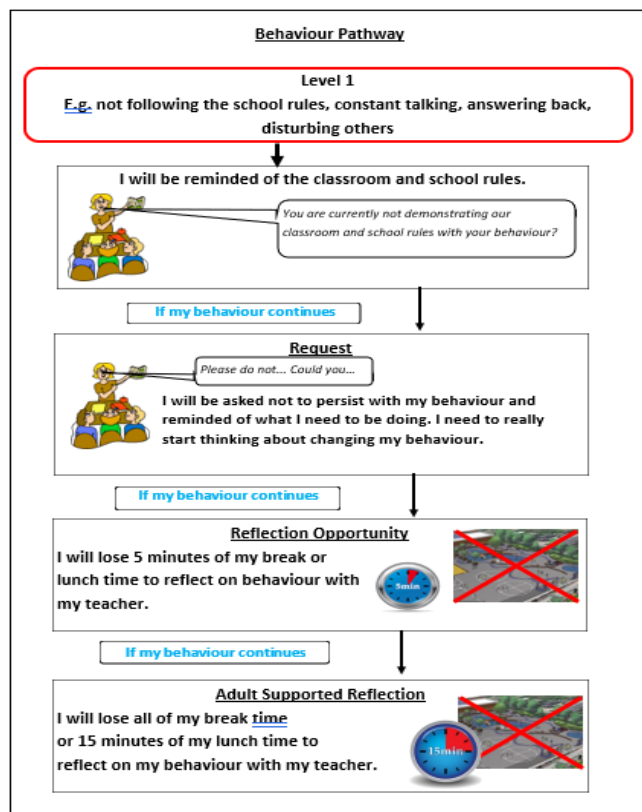
**Telford & Wrekin Policy & Procedures for Pupils who are on a Modified Timetable**

[file:///C:/Users/rebecca.wilson2/Downloads/Modified\\_Timetable\\_Protocol\\_Sept\\_19%20\(4\).pdf](file:///C:/Users/rebecca.wilson2/Downloads/Modified_Timetable_Protocol_Sept_19%20(4).pdf)

**Telford and Wrekin Belonging Strategy – April 2019**

[file:///C:/Users/rebecca.wilson2/Downloads/Belonging\\_Strategy\\_Brochure\\_FINAL%20\(2\).pdf](file:///C:/Users/rebecca.wilson2/Downloads/Belonging_Strategy_Brochure_FINAL%20(2).pdf)

# Appendix 1 – Behaviour Management Pathway





HAPPY  
LUNCHTIMES  
AWARD

# Positive behaviour management system

## The plan...

The system has three steps of rewards and consequences that will need to be explained to the children prior to implementation by the lunchtime staff. I suggest a whole school assembly, re-enforced by a reminder in class.

### Rewards (for valued behaviours)

1. Pom-poms or equivalent are awarded to individuals, collected into 'tubes' representing each class or house. These are compared in celebration assembly each week, with a winning class declared, or houses awarded a fixed number of points according to rank.
2. Each supervisor to nominate 1 pupil per week for a mention in celebration assembly. Include on each certificate pupil name, staff name & reason for the award (re-enforcing positive behaviours for everyone.)
3. Top-table. Each term supervisors nominate 5 or 6 pupils, and a friend for each one, to sit at the 'top-table' (cloth, iced water, real plates, table decoration etc.) Some schools issue invitations for pupils to show at home. The table will be attended by a member of the lunchtime staff (with someone covering their work.)

It should be made clear to pupils that each of the rewards above can be awarded for *good or improving* behaviour.

### Consequences (for unwanted behaviours)

1. Quiet word/raised eyebrow/amicable resolution
2. Two minute reflection (responsibility/respect/reflect) This is 5 minutes if the pupil is uncooperative.
3. Referred to teacher or senior figure. In this case it is important that the child is then brought back to the origin supervisor who noticed the behaviour to complete step 2 above, re-enforcing the authority of mid-day staff. Step 3 may be used for bullying, violence and cases where a pupil refuses to accept the authority of staff in step 2. Any additional criteria should be shared with all staff and clearly understood by all.

## These things need to happen next...

- **Buy** pom-poms or equivalent for reward step 1, and make it a regular feature of your assembly.
- **Make** certificates for reward step 2, and inform staff of their location.
- **Arrange** a date (and cover) for the first (step 3) 'table of awesomeness' (end of half term?)
- **Inform** the pupils of all of the rewards and consequences above, with a reminder of behaviour expectations.
- **Give** mid-day staff a start date for this.
- **Consult** teaching staff about this system, and ensure they understand their role in re-enforcing the authority of the mid-day team.
- **Review** the implementation with mid-day staff to ensure there are no teething problems.



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## Appendix 3

### The Script and Behaviour Sanctions

When a child's behaviour is unacceptable, and staff decide that a sanction is necessary, then the following stages will be followed.

- Inappropriate behaviour identified with child
- Remember our 3 rules, are you following them?
- **Reminder**
  - Please don't ...
- **Caution**
  - **Script used:** *I've noticed that you've had a problem with .... You know this is unacceptable. This is the third time I've had to speak to you and you'll have to spend 5 minutes at playtime with me. Do you remember (something positive) that's what I need to see today. Thank you for listening.* (5 mins of break lost)
- **Last chance**
  - **Script used:** *I've noticed that you've had a problem with .... You know this is unacceptable. This is the third time I've had to speak to you and you'll have to spend 5 minutes at playtime with me. Do you remember (something positive) that's what I need to see today. Thank you for listening.* (15 mins of break lost)
- **Time out**
  - Senior teacher removes child for a period of reflection
- **Reconciliation**
  - Meeting before the child goes home

Throughout this process the adult will maintain emotion control.

### The Script

#### Script for managing behaviour followed by all

When an adult reads the script to a child it will be at their eye level and carried out in a calm not confrontational manner. Staff will not enter an argument/discussion, fogging will be used – Agree with them. 'I know', approach from the side and at the child's eye level.

If the child's behaviour persists, then the child will be placed into a period of reflection. This takes place within school and depending upon the severity of the incident will last for at least 1 hour/lesson. Reflection is conducted in the office of the headteacher/senior member of staff. A record is kept of the sanctions implemented.

If a child is placed into reflection parents may be contacted and the following steps be taken:

1. The Headteacher or a senior teacher sends a letter to the child's parents.

2. Parents are called in for discussion with the Headteacher or a senior teacher if further sanctions are necessary.

Where a more serious incident occurs, the following steps will be taken and considered:

1. The Headteacher or a senior teacher telephones the child's parents.
2. Parents are called in for discussion with the Headteacher or a senior teacher if further sanctions are necessary.
3. The child may be excluded for a fixed period
4. If the child has to be repeatedly excluded for aggressive behaviour it may be necessary for the SENCo/Senior Manager to approach the Fair Access Panel for behaviour support. This requires a parent signature. If behaviour support fails to rectify the behaviour, then a modified timetable utilising the PRU (Pupil referral unit) may be the next course of action available.

If an actual sanction has to be repeated, soon after or continually, a letter is sent home. Similarly in order to protect learning for other children, if staff decide a child's behaviour cannot be relied upon, the child may not be allowed to take part in a particular activity or privilege. In these instances a letter will be sent home, and the child will be encouraged to behave more appropriately in the future.

If all other sanctions fail the child is excluded permanently.

## Appendix 4

### Inappropriate use of language letter



Wrockwardine Wood Church of England Junior School  
Church Road  
Trench  
Telford  
Shropshire

Headteacher Mrs T. Cartwright B Ed Eng (Hons)  
tracy.cartwright@taw.org.uk

Deputy Headteacher: Mrs Cara Leck  
Cara.leck@taw.org.uk

Assistant Headteacher & SENCO: Mrs Allison Williams  
allison.williams3@taw.org.uk

Chair of Governors: Mrs Louise Cotton

School Business Manager Mrs J. Perkins  
jenny.perkins@taw.org.uk

**Website:** [www.wrockwardinewoodjunior.org.uk](http://www.wrockwardinewoodjunior.org.uk)

Address

Date:

Dear parents of

Unfortunately (child's name) has used inappropriate language towards a member of staff today. This is unacceptable behaviour. (Child's Name) has been reprimanded for it.

Please could you reiterate to (Child's name) that this is inappropriate and we operate a zero tolerance policy towards the use of such language within school.

(Child's name) behaviour will be monitored in school from now on.

Kind regards,

Head Teacher

T Cartwright



*'Love. Laughter and Learning'*



## **Appendix 5**

### **The Power to Sanction Beyond the School Gate**

Sanctioning beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The governing body must be satisfied that the measures proposed by the head teacher are lawful.

Any bad behaviour when the child is:

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

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

As a result of any of these behaviours, the Headteacher will collect witness statements from both adults and children who have witnessed the event. The parents of the child involved will be contacted and invited into school to discuss the matter. Sanctions for the bad behaviour will follow those issued by the school for bad behaviour during the school day. Parental support will be sought for sanctions which they are able to administer outside the school day.

Following any incident, the Headteacher will consider whether it is appropriate to notify the police or Community Support Officers in Donnington 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. If there is any concern that the behaviour may be linked to the child suffering, or being likely to suffer, significant harm, Safeguarding procedures would be followed.

## Appendix 6

### Searching and Confiscation

The Headteacher, Deputy Headteacher and two senior members of staff have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or is considered to be harmful or detrimental to school safety.

### Searching with consent

#### **Schools' common law powers to search:**

School staff can search pupils **with their consent** for any item which is banned by the school rules.

1. The school does not need to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag and for the pupil to agree.
2. Items which are banned in school include, mobile phones, electronic games or devices, any item which could be used as a weapon, matches, any form of drugs (including medicines, which have not been prescribed and a medical form completed), knives, firearms, sprays, alcohol or stolen items.
3. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
4. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate sanctions.

### Searching without consent

#### **What the law says:**

#### ***What can be searched for?***

1. Knives or weapons, alcohol, illegal drugs and stolen items (referred to in the legislation as 'prohibited items').

#### ***Can I search?***

2. Yes, if you are the Headteacher, Deputy headteacher or a senior member of staff. But:
  - a. you must be the same sex as the pupil being searched; and
  - b. there must be a witness (also a staff member) and, if at all possible, they should be the same gender as the pupil being searched.

#### ***When can I search?***

3. If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

#### **Authorising members of staff**

The Headteacher, Deputy Headteacher and two Senior members of Staff are authorised to use these powers.

1. Teachers can only request a senior member of staff to undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The

teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

2. The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

### **Location of a search**

1. Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil.
2. The powers only apply in England.

### **During the search**

#### **Extent of the search – clothes, possessions and trays**

#### **What the law says:**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. **'Outer clothing'** means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

**'Possessions'** means any goods over which the pupil has or appears to have control – this includes trays and bags. A pupil's possessions can only be searched in the presence of the pupil and another member of staff. The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets.

#### **Trays**

Under common law powers, schools are able to search trays for any item provided the pupil agrees. Pupils will have a tray on condition that they consent to have it searched for any item whether or not the pupil is present.

If a pupil does not consent to a search then it is possible to conduct a search without consent but only for the "prohibited items" listed above.

#### **Use of force**

Reasonable force may be used by the person conducting the search (see appendix 7).

### **After the search**

#### **The power to seize and confiscate items – general**

#### **What the law allows:**

Schools' general power to sanction, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction, where reasonable to do so.

1. The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.

2. Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

## Items found as a result of a 'without consent' search

### What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item (that is a weapon/knife; alcohol; illegal drugs or stolen items) or is evidence in relation to an offence.
- Where a person conducting a search finds **alcohol**, they must retain it for return to the parent.
- Where they find **controlled drugs**, these must be delivered to the police as soon as possible.
- Where they find **other substances** which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and behaviour.
- Where they find **stolen items**, these must be delivered to the police or returned to the owner, providing it is safe to do so.
- Any **weapons or items which are evidence of an offence** must be passed to the police as soon as possible.
- It is school policy to always deliver stolen items or controlled drugs to the police. If the owners of the items are known and do not pose a threat to the pupil, these will be returned to the owner.

### Telling parents and dealing with complaints

Schools are not required to inform parents before a search takes place or to seek their consent to search their child.

1. There is no legal requirement to make or keep a record of a search, however as good practice the sheet below will be completed whenever a search and/or confiscation has taken place.
2. The school will always inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found along with any other banned items which might be found.
3. Complaints about screening or searching will be dealt with through the normal school complaints procedure.

## Appendix 7

### The use of reasonable force

#### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than
- is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

#### 2 Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### 3 When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of
- situations where reasonable force can and cannot be used.

#### Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- 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;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

#### Schools cannot:

use force as a punishment – **it is always unlawful to use force as a punishment.**

#### Using force

A panel of experts identified that certain restraint techniques presented an **unacceptable risk** when used on children and young people. The techniques in question are:



- the 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing;
- the 'double basket-hold' which involves holding a person's arms across their chest; and
- the 'nose distraction technique' which involves a sharp upward jab under the nose.

### **Staff training**

Training is provided for senior staff so that they are able to support staff across the school. A senior member of staff will always support other staff across the school.

### **Telling parents when force has been used on their child**

All incidents of reasonable

force are recorded in order to support the child and staff involved. (see sheet below)

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force should be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the "Dealing with Allegations of Abuse against Teachers and Other Staff" guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

### **What about other physical contact with pupils?**

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
  - Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
  - When comforting a distressed pupil;
  - When a pupil is being congratulated or praised;
  - To demonstrate how to use a musical instrument;
  - To demonstrate exercises or techniques during PE lessons or sports coaching; and
  - To give first aid.

# Wrockwardine Wood CE Junior School Behaviour Plan



BEHAVIOUR PLAN PUPIL NAME: _____ CLASS: _____ YEAR GROUP: _____	
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the pupil:
<p><b><u>Challenging behaviour</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b><u>Targets</u></b></p> <ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul>
<p><b><u>Strategies for positive behaviour</u></b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<p><b><u>Early warning signs</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b><u>Reactive strategies</u></b></p>  <p><b><u>Consequences school / home</u></b></p>	<p><b><u>Support after an incident</u></b></p>
<p><b>Agreement:</b> Parent name _____</p>	<p>Staff name _____</p>



<b>Emotion Coaching</b>		
<p><b>Step 1:</b> Recognising the child’s feelings and empathising with them.  <i>“I can see you’re feeling (label emotion)”</i></p> <p><b>Step 2:</b> Validating the emotion  <i>“I would feel (emotion) too if (incident) had happened to me.”</i></p> <p><b>Step 3:</b> Set limits on the behaviour (if needed)  <i>“It is ok to feel (emotion), but it is not ok to hit/kick/run. We can try (strategy) instead to help you.”</i></p> <p><b>Step 4:</b> Problem-solve with the child at a later time when they are calm  <i>Sit with the child to have a restorative conversation and unpick why the behaviour happened and what could be put in place to stop it happening again.</i></p>		
<b>Types of behaviour</b>		
<b>Level 1 behaviours</b>	<b>Level 2 behaviours</b>	<b>Level 3 behaviours</b>
<p><i>Disrupting learning</i>  <i>Disregard for school rules and procedures</i>  <i>Talking over others</i>  <i>Inappropriate comments</i></p>	<p><i>Consistently interrupting learning</i>  <i>Deliberate rudeness</i>  <i>Severe disregard for school rules and procedures</i>  <i>Name calling</i>  <i>Vandalism</i>  <i>Theft</i></p>	<p><i>Violent behaviours</i>  <i>Hurting others</i>  <i>Deliberate offensive language (including racial abuse)</i>  <i>Bullying</i>  <i>Sexual harassment (dealt with using child on child policy)</i>  <i>Drug related behaviours</i>  <i>Carrying a weapon</i></p>
<b>Behaviour Script</b>		
<b>Reminder</b>	<i>‘Please can you.....’</i>	
<b>Caution</b>	<p><i>‘I’ve noticed that you’ve had a problem with .... You know this is unacceptable. This is the second time I’ve had to speak to you and you’ll have to spend 5 minutes at playtime with me. Do you remember (something positive) that’s what I need to see today. Thank you for listening.’ (5 mins of break or lunch lost)</i></p>	
<b>Last Chance</b>	<p><i>I’ve noticed that you’ve had a problem with .... You know this is unacceptable. This is the third time I’ve had to speak to you and you’ll have to spend playtime with me to discuss this. Do you remember (something positive) that’s what I need to see today. Thank you for listening.’ (15 mins of break or lunch lost)</i></p>	
<b>Range of behaviour strategies/sanctions that may be used at our school.</b>		
<p>Time out/Time in with a senior teacher                      Suspensions                      Phone call home</p>	<p>Reflection at lunch time to unpick behaviours                      Calling pre-suspension hotline                      Behaviour plan</p>	<p>Reflection time during lesson with a senior teacher                      Physical intervention                      Meeting with parents/carers</p>
<b>These will result in restorative conversations after the incident and sanction.</b>		
<p>Staff must log behaviour incidents that include sanctions of any kind on Cpoms using ABC format</p>		
<b>At our school we do not</b>		
<p>Publicly shame e.g. names on board for poor behaviour etc..</p>		
<b>At our school we:</b>		
<p><i>“We praise in public and reprimand in private”</i>                      Connection before correction</p>		