

BEHAVIOUR MANAGEMENT POLICY

WOLSEY HOUSE PRIMARY SCHOOL



HEADTEACHER: MR S POWELL
CHAIR OF GOVERNORS: MR M PEATFIELD

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,

It learns to condemn

If a child lives with hostility, It learns to fight

If a child lives with ridicule, It learns to be shy.

If a child lives with shame

It learns to be guilty

If a child lives with tolerance

It learns to be patient

If a child lives with praise

It learns to appreciate

If a child lives with fairness

It learns justice

If a child lives with security It learns to have faith

If a child lives with approval

It learns to like itself

If a child lives with acceptance and

friendship It learns to find love in the world

Introduction and Aims

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise that children's behaviour improves and that they feel safer and happier in school, if school personnel consistently apply this policy and maintain regular classroom routines.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School Behaviour Management Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to help children to become positive, responsible and increasingly independent members of the school community.

Many children will from time to time exhibit behavioural/discipline problems, when certain circumstances cause emotional and behavioural difficulties and will need support and sensitive management. Behaviours may take the form of: aggression, disruption, defiance, off task/low concentration, emotional difficulties, inappropriate peer interaction, bullying, attention seeking, low self-esteem, temper tantrums, withdrawn behaviour, stealing, sexual behaviour, property damage.

The root of the problem for many children with behavioural problems will be the result of experiences outside the classroom. Behavioural problems are sometimes caused by a child's needs not being met at home; inconsistencies in discipline at home may lead to there being no clear behavioural boundaries. At home, there may be a failure to provide the security or emotional support a child needs, and in some cases, health or social services will need to be involved. Adults need to 'get curious not cross.'

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are groups of extremists in our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of children being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in child's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote children' welfare. Within this environment, we work hard to build children' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want children to develop their knowledge and skills in order to challenge extremist views.

We understand that Headteachers and school personnel authorised by them have the statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child, that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We aim to be judged outstanding in all school inspections by ensuring that standards for all children are higher than schools of a similar size and that standards continue to improve faster than the national trend. We also aim to be judged outstanding for attitudes to learning.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

The school has a number of school rules, but the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together in an effective and considerate way with the common purpose of helping everyone to learn.

We encourage children to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe children will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain children in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining children.

We have in place calm spaces specifically designed to provide alternative environments for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.' Parents have a duty to ensure their children are well behaved and attend school regularly as 'good behaviour and attendance are essential to children's educational prospects'.

We are aware that parenting contracts, orders and penalty notices for irregular attendance apply only to children of compulsory school age who are registered at a school but they can also be applied for misbehaviour by children outside compulsory school age such as sixth form children or children at a maintained nursery. While 'penalty notices for parents of children found in a public place during school hours after being excluded also apply only to children of compulsory school age who are registered at a school.'

Children will be encouraged to show respect and courtesy for all people. Good behaviour and social skills should be developed from a child's first days. Children should be helped to become self-confident, articulate and respectful of others' opinions. The early years are an important time for children to establish purposeful behavioural patterns, co-operative play is crucial if children are to learn to be kind and to share with others. It is our intention to create a sense of community in our school and in the classroom.

In order for this policy to be effective, it must be applied as consistently as possible. However, we are aware of the need to differentiate behaviour expectations and sanctions appropriately for children who might have an EHCP or are on the SEND register, in order to meet the requirements of the Disability Discrimination Act and to ensure inclusion for all.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote and celebrate good behaviour, rather than merely deter anti-social behaviour.

We believe that community is about:

Each child being valued, celebrating diversity; children being unique within the greater whole, inclusiveness, opening the door to the wider world, recognising interdependence and, if necessary, forming circles of friends for isolated children.

- Relationships based on mutual respect and open communications

- Conflict being recognised and worked through, hurts being healed
- Sharing histories and cultures
- Living, growing and changing individually and collectively
- A safe and challenging place where children can be fulfilled

Aims

- To create an ethos that makes everyone in the school community feel valued and respected.
- To promote good behaviour by forging sound working relationships with everyone involved with the school.
- To promote self-discipline and proper regard for authority among children.
- To prevent all forms of bullying among children by encouraging good behaviour and respect for others.
- To maintain consistency in applying this policy.
- To protect children from the risk of radicalisation and extremism.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.
- To promote an orderly school, strongly focused on teaching and learning.
- To help children learn to interact successfully with others and achieve high standards of self-discipline.

We promote the following:

Respect other people:

- Be kind and friendly to everyone
- Work hard and let others get on with their work
- Call people by the name they wish to be called by
- Respect people's individual space

Self-Respect – Respect yourself

- Tell the truth
- Follow instructions the first time.
- Get permission before leaving the classroom
- Always work to the best of your ability

Respect the School

Take care of our school and all equipment – both inside and outside.

School Rules

- Our system of rules and sanctions provides a framework of reference when implementing our school policy on behaviour. It allows us as a staff to become pro-active when planning for discipline, just as we would when planning the academic curriculum.
- This theory works on the principle that both adults and children need – and want – clear rules. Its success stems from the fact that children know where they stand in regard to the limits of acceptable behaviour. Whilst in no way claiming to provide all the answers, such an approach may well make life easier for teaching and non-teaching staff.
- **It has been found that the most effective teachers are those who:**
 - Set clear limits for behaviour
 - Are consistent in enforcing them
 - Allocate plenty of praise and positive reinforcement

Communicating the rules

The school rules will only be effective if the children know and understand them. We therefore make sure that we take advantage of opportunities to explore the rules and their meanings, including the following:

- The Headteacher reminds children of the school rules at the start of the academic year in assemblies
- Class teachers discuss the school rules with their classes at the start of the year and should ensure that they are displayed prominently in the classroom
- Class teachers and senior staff remind the children of the rules at intervals during the year in class discussion and assemblies. (The PSHE JIGSAW programme presents opportunities to discuss school rules in class.)
- At the beginning of every academic year parents/carers receive a Home School Agreement which includes the rules. They are asked to read through the rules with their child and return a copy of the agreement slip signed by parent and child.
- School Rules and Good to be Green are published on the school website
- The school acknowledges all the efforts and achievements of children, both in and out of school. Achievement out of school for example, music, sports or swimming certificates are celebrated in assemblies. Good attendance is also rewarded and celebrated.

Our Positive Behaviour Strategies

Behaviour Management in the Early Years

- The Early Years refers to Nursery and Reception. In these year groups the same general principles of behaviour management apply, but there is a more informal and personalised approach appropriate for younger children, together with earlier parental involvement.

- In the Early Years it our aim to work in partnership with our families to lay foundations from which children will grow into happy, self-confident, well-adjusted children and to promote positive behaviour by encouraging self-discipline, consideration for one another, our surroundings and property.
- We aim to promote self-discipline in our children and a responsibility and respect for each other. A few simple rules are needed to achieve this and also to ensure a safe environment for the children to develop their potential physically, intellectually, emotionally, socially and morally.
- The **School Rules** are known as the **Golden Rules**. We discuss these rules with the children, often during whole class activities, circle time or during PSED/Jigsaw sessions with the use of ‘Jigsaw Jennie’ and other puppets or characters in school. When a new children start at our school we share the rules for appropriate behaviour and we also ask our children for their ideas to gain a common ground.
- Our “**Golden Rules**” in the Early Years are simple and few. Rules are always consistent and staff are consistent in enforcing them. Our “**Golden Rules**” in the Early Years are;
 - **To always use kind words and have kind hands**
 - **To listen to the adults in school and follow their instructions**
 - **To listen to our friends and show each other respect**
 - **To always move carefully around our classroom and school**
 - **To look after and take care of our resources, equipment and school**
- Our rules are referred to regularly during the school day. Circle time and role play are used to reinforce our rules. The PSED area of learning and the Jigsaw Scheme of Work provide endless opportunities to remind children of the rules through a range of activities, scenarios, role play and stories. Staff take great care to model the rules to the children in the way they conduct themselves.
- **Rewards and Consequences** are used as appropriate to reinforce rule compliance. Promoting and celebrating positive behaviour is a priority. Early Year’s staff use a range of rewards including positive verbal feed back to the child and their parents. We have a ‘Star of the Day’ system, whereby a different child is chosen each day to be celebrated and commended for their positive behaviour and attitude. We also use “Proud Clouds” to share, promote and celebrate positive behaviour at home. Acts of kindness and positive behaviour are discussed with the children so that we can all celebrate the children’s achievements. Stickers are used to reinforce good behaviour and certificates are given out in the Foundation Stage weekly assemblies.

Consequences include verbal and non-verbal strategies, which are outlined elsewhere in this policy, the aim being to redirect children to appropriate behaviour without the need for other interventions. When more direct intervention is necessary, there is a stepped response as follows:

- **Stage 1:** Verbal and non-verbal strategies. Two warnings given.
- **Stage 2:** The Foundation Stage (FS) Leader will talk to him/her asking questions about the inappropriate behaviour. S/he will then be sent back to class. The child should be sent to the FS leader as soon as possible after the event and no later than the following day with a positive behaviour message for positive reinforcement. Behaviour mentor to be informed to monitor pupil and to provide support and guidance for developing positive behaviour strategies for individual children.

- **Stage 3:** Staff to inform parents/carers if they deem it necessary on the same day either face to face or via a telephone call. Staff to encourage parents/carers to reward their children for good behaviour and discourage them from imposing excessive punishments if children have behaviour charts. Behaviour mentor to support staff and parents with positive behaviour strategies to reinforce correct behaviours.
- **Stage 4:** Where staff have applied all the above interventions and there are behaviour concerns remaining, the child will be referred to the SENDCO and a personal behaviour plan will be drawn up. The plan will identify personalised behaviour intervention strategies and support.

Behaviour Management in Key Stages 1 and 2 – GOOD TO BE GREEN



IT'S GOOD TO BE GREEN

In every class from Years 1 to 6 there is a Good to be Green wall chart. Every child has a green card, showing that they are “Good to be Green”. At the start of every day, every child will be green. During the day, children who follow the school and class rules stay on a green card. However, children who make the wrong choices and don't follow the rules will be given a yellow Warning Card – each yellow card handed out will result in the child missing 5 minutes of their golden time. If they continue to make the wrong choices they will be given a red Consequence card. However, they may choose to correct their behaviour, make the right choices and go back to green.



- If a child is consistently green then this is recognised in our whole school celebration Assembly with a 'Consistently Good Behaviour' certificate.

The member of staff logs it if a child is given a Consequence Card. The child might receive a sanction in the class, but they will start the next day on Green. However, if the behaviour incident needs to be dealt with immediately, it is escalated to the Year Team Leader SENDCO/Deputy Headteacher/Behaviour Mentor who will decide what sanctions will be best to help the child.

Restorative Practice

It is important that all children understand that there are always consequences for our actions. Children are taught that they have choices over their actions and there are positive and negative consequences based on these decisions.

If a child makes a negative choice about their behaviour that results in a red card, they will have some reflection time with an adult, where they will be supported to carefully consider their actions, how this affected them or others and how they can make better choices next time.

The aim is to give children a voice in a safe, calm environment with the objective of supporting children to become members of society who show honesty, respect and take responsibility for their actions.

Key questions that may be explored in the restorative discussions are:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What can we do to make things better?

The restorative meetings will be led by the adult that gave the sanction; however leaders are available to support where appropriate. Sometimes, it may be appropriate to invite parents to the meeting to support their child in moving forward. If a child is consistently demonstrating challenging and disruptive behaviour it is escalated to the Deputy Headteachers and then, should the need arise, to the Headteacher. The Headteacher deals with all exclusions.

GOLDEN TIME

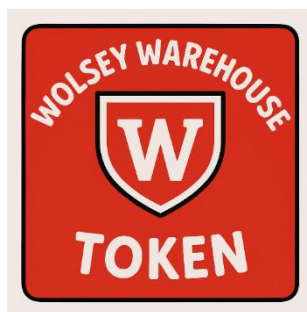
- Golden Time is a reward for those children who respect and follow our school rules.
- Golden Time takes place at a time to suit each year group and gives each class an opportunity to enjoy a wide range of activities together.
- Golden Time is for 15 minutes
- Children who have received Warning cards during the week might miss some minutes of their Golden Time within their classroom.
- If you have any questions regarding any of this information, please do not hesitate to ask your child's class teacher.

Wolsey Warehouse tokens.

Warehouse tokens are awarded to a child for displaying, good behaviour, producing work to the best of their ability, displaying our school values and for having 100% attendance each school week . Each child is allocated a container, which acts as a wallet. Tickets are cumulative and, on the Friday, at the end of

each half-term, all children enjoy visiting the **Wolsey Warehouse** with their class teacher to choose a reward. The year group with the best attendance enters the warehouse first.

The Wolsey Warehouse is stocked with a variety of items for children to choose from. The School Council seek children's input into what their peers would like the Wolsey Warehouse to stock. This system is designed for children to receive a reward approximately once every half-term and so teachers must take responsibility for ensuring that the children in their class earn tokens at a rate to enable this to happen, other than in extreme cases. A Warehouse token has the value of one and no other value should be assigned to the token. All members of staff are able to give out Wolsey Warehouse tokens to children if they are demonstrating the school values. This supports positive behaviour throughout the school day.



Social Skills Training (see also PSHE Policy)

- Personal and social skills teaching may be seen as a positive way of helping children with social or emotional difficulties to learn new skills which will enable them to behave in different, more appropriate ways. Personal and social skills may well be an essential part of the curriculum for some children, emphasising particular kinds of social survival skills, some of which are vital to both relationships and academic achievement.
- Individual children will obviously require different emphases. Withdrawn children particularly benefit from the precise behavioural step-by-step nature of social skills teaching, in order that specific areas of personal difficulty can be shared and worked on with support from other children.
- The school SENDCO operates an 'open-door policy' at break times and lunchtimes, where children who are experiencing difficulties/challenges can go and talk. This helps to de-escalate any issues at unstructured times of the day. The SENDCO works with the children on techniques to remain calm, such as triangular breathing and Mindfulness.

Personal and social skills which are relevant to everyday classroom life will include:

- Listening
- Following instructions
- Completing tasks
- Asking a question † Ignoring distractions
- Being honest.

Children are encouraged to discuss and understand how we deal with ‘feelings’, including aspects such as:

- Knowing your feelings
- Expressing your feelings
- Recognising another’s feelings
- Showing understanding of another’s feelings
- Dealing with anger

We also encourage children to seek alternatives to aggression, to include such aspects as:

- Using self-control
 - Asking for permission
 - Not responding to teasing
 - Saying ‘no’
 - Relaxing
 - Avoiding trouble
 - Staying out of fights
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- These skills are essential to a child’s wellbeing and personal development. They aid a child not only in terms of social acceptability, but also to gain academic success. In Wolsey House many of these skills are taught to the whole class during PHSE/Circle Time
 - Circle Time sessions offer teachers the opportunity to encourage children to discuss a range of topics which help to develop the skills of speaking in a group, listening to others, expressing feelings and opinions and showing respect and empathy for others

The Role of the Class Teacher (and teaching assistants)

- It is the responsibility of the class teacher to ensure that the school rules are displayed and enforced in their class, and that their class behaves in a responsible manner during lesson time
- The class teachers in our school shall have high expectations of the children in terms of behaviour, and will strive to ensure that all children work to the best of their ability
- The class teacher treats each child fairly and enforces the classroom code consistently:

They are expected to:

- treat all children with respect and understanding
- show consideration and patience
- criticise the child’s behaviour, not the child
- listen to the children and be approachable
- avoid humiliation and sarcasm
- cater for individual needs by setting enjoyable and relevant tasks
- differentiate work so that all children have a chance of achieving success

- If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents, this is called **The Record of Events**. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher and/or the SENDCO. Some of our children require more specifically focused, individually based programmes of behaviour management or may be put forward to be included in ELSA sessions.
- The SENDCO, Assistant SENDCO and/or class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The SENDCO, Assistant SENDCO and/or class teacher may, for example, discuss the needs of a child with the Educational Psychologist or LEA's Primary Social and Emotional Mental Health Team.
- The class teacher reports to parent/carer about the progress of each child in their class, in line with the whole- school policy. The class teacher may also contact a parent/carer if there are concerns about the behaviour or welfare of a child, after consultation with the Headteacher or her designated deputy.
- Teachers must show that they are in control of all situations.
- **The following are examples of strategies and behaviours that teachers could use when managing challenging behaviour and ensuring that they are in control:**
 - Relaxed, controlled verbal behaviour;
 - Appropriate physical and eye contact;
 - Ability to achieve silence quickly with the class;
 - Giving clear instructions with no 'back tracking'.
 - The physical classroom environment can be important in maintaining positive pupil behaviour, e.g.
 - Different activities require different organisation – does the teacher go to the child, or does the child go to the teacher?
 - Acceptable noise level will vary according to the activity
 - Different activities require different seating arrangements.
 - At Wolsey House we look to use our rules, rewards and sanctions through a mixture of practical common sense and psychological techniques. In short, we aim to: reward 'good' behaviour, reinforce it and clamp down quickly on 'negative' behaviour, to eliminate it.

Use of Reasonable Force to Restrain Children

Section 93 of the Education and Inspections Act 2006 allows school personnel to use reasonable force to restrain a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil himself/herself) or to property in general
- Prejudicing the maintenance of good order and discipline at the school or among any children receiving education at the school, whether during a teaching session or otherwise.
- Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children (for

further details see separate guidelines on care and control and the use of reasonable force in our Physical Intervention and Positive Handling Policy).

Roles and Responsibilities for the Policy

The Role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the School Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher:

- acts in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- determines the detail of the standard of behaviour that is acceptable to the school
- ensures all school personnel, children and parents are aware of and comply with this policy
- works with everyone in the school community to create an ethos that makes everyone feel valued and respected
- promotes good behaviour by forging sound working relationships with everyone involved with the school
- encourages good behaviour and respect for others, in order to prevent all forms of bullying among children
- ensures the health, safety and welfare of all children in the school
- works with the School Council to create a set of school rules that will encourage good behaviour and respect for others
- works closely with the deputy headteachers (**Mrs P Coplin and Mr Y Ismail**), assistant headteachers (**Mrs Becky Wells and Mrs Michelle Green**) link governor (**Mr. Matthew Peatfield**), Special Education Needs and Disabilities Coordinators (**Mrs Julie Cooper-Marsh** (N.B. also an assistant headteacher) and **Miss Leanne Watts**), Emotional Literacy Support Assistant (**Mr Jim Baker**) and the **Year Team Leaders**.
- provides leadership and vision in respect of equality
- provides guidance, support and training to all staff
- keeps records of all reported serious incidents of misbehaviour
- is responsible for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified
- **We monitor the effectiveness of this policy by analysing:**
 - pupil attitudes to school and learning

- the views of children, parents, school personnel and governors
- the number of fixed-period and permanent exclusions
- incident logs, rewards and sanctions
- the number of reported cases of bullying
- strategies to improve behaviour and discipline
- make effective use of relevant research and information to improve this policy
- reports issues and incidents to the Governing Body termly
- annually report to the Governing Body on the success and development of this policy
- actively promotes and celebrates good behaviour in the weekly Celebration Assemblies that she leads

The Role of Parents and/or Carers

The school works collaboratively and effectively with parents/carers so that children receive consistent messages about how to behave at home and at school.

Parents/carers are encouraged to:

- comply with this policy
- ensure that their children have sufficient sleep every night
- ensure that they have breakfast before coming to school, unless they attend breakfast club
- ensure their child is appropriately dressed for the weather and for school activities (such as PE)
- ensure their child is punctual and attends school regularly
- notify the school if their child is ill
- encourage their child to be polite to all adults and to other children
- establish and maintain good relations with the school;
- support good behaviour;
- adhere to the school's 'Home-School Agreement';
- ensure their children understand and value the meaning of good behaviour and support school rules and sanctions
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- We explain the school rules in the school prospectus and they are published on the school website, and we expect parents/carers to read these and support them.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher then, if still unresolved, the governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The children's senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Role of Governors

The Governing Body has the overall responsibility for the following:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website
- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and children of the school
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and children are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
- appointed a coordinator for behaviour and discipline to work with the Headteacher
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all Equalities Legislation
- nominated a designated Equalities Governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- The nominated governor for Equalities Legislation is **Mr Matthew Peatfield**
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies, are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Nominated Governor

The Nominated Governor for Behaviour Management is **Mr Matthew Peatfield**.

The Nominated Governor will:

- work closely with the Headteacher and the coordinator
- ensure this policy and other linked policies are up to date
- ensure that everyone connected with the school is aware of this policy
- attend training related to this policy
- report to the Governing Body every term
- annually report to the Governing Body on the success and development of this policy

Role of the SENDCOs

The SENDCOs will:

- collaborate with the governing board, headteacher and the senior mental health lead, SLT and MLT to determine the strategic development of behaviour and SEMH policies and provision in the school.
- undertake day-to-day responsibilities for the successful implementation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- support teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- lead the development of this policy throughout the school
- work closely with the Headteacher and the nominated governor
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises
- keep up to date with new developments and resources
- work with the School Council who are involved in its annual review
- monitor school support systems
- undertake classroom monitoring
- organise a 'Buddy System'
- analyse the concerns from the 'Worry Boxes'
- create links with parents
- deal with external agencies
- review and monitor
- annually report to the Governing Body on the success and development of this policy

Role of School Personnel

School personnel are expected to:

- comply with all aspects of this policy
- encourage good behaviour and respect for others in children and to apply all rewards and sanctions fairly and consistently
- promote self-discipline amongst children

- deal appropriately with any unacceptable behaviour
- apply all rewards and sanctions fairly and consistently
- discuss pupil behaviour and discipline regularly at staff meetings
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline
- attend periodic training on behaviour management
- ensure the health and safety of the children in their care
- identify problems that may arise and to offer solutions to the problem
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- attend appropriate training sessions on equality
- report any concerns they have on any aspect of the school community

The children's role.

Children will:

- be made aware of and comply with this policy
- be polite and well behaved at all times
- show consideration to others
- talk to others without shouting and will use language which is neither abusive nor offensive
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school
- obey all health and safety regulations in all areas of the school
- co-sign and abide by the Home School Agreement
- liaise with the school council make suggestions about improving school behaviour
- take part in questionnaires and surveys

The Role of the School Council

The School Council provides a forum for representatives to express concerns, voice opinions or make suggestions on behalf of their peer groups.

The School Council will be involved in:

- determining this policy with the Governing Body
- discussing improvements to this policy during the school year
- devising school rules and sanctions
- reviewing the effectiveness of this policy with the Governing Body

External Agencies

We have invaluable support for children who demonstrate persistent poor behaviour from a range of external agencies. We value the joint approach adopted by them. When needed we can draw on support for children who demonstrate persistent poor behaviour from the:

- Educational Psychologist
- Primary Social, Emotional, Mental Health Team – (SEMH Team)
- Educational Welfare Officer
- School health nurse
- Social Services
- Community Police Officers – the local **PCSO 6673 Christopher Clark** and his colleagues

Fixed-term and Permanent Exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary. A pupil will only be excluded following serious breaches of discipline or if the safety of children and school personnel would be harmed if the pupil remained in school. The school has adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units. We recognise the legislative changes which took place from September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded children from day 6 of their exclusion, the duty on parents/carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on Headteachers to offer the parent/carer a reintegration interview in respect of certain fixed-period exclusions.
- Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Headteacher excludes a pupil, the parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.
- The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which is made up of three members. There is also an appeals committee also consisting of three different members of the governing body.
- When either committee meet to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LEA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Adaptations.

At Wolsey House we aim to provide children with learning situations and challenges which match their individual abilities.

Through this approach we aim and strive to avoid situations where children become frustrated or bored with an activity. These feelings of boredom or frustration can often result in bad behaviour or the distraction of others, as well as fostering a feeling of inadequacy. (For further information see Guidelines on Differentiation.)

The Playground

The staff are aware that whilst behavioural problems occur in the classroom, many incidents occur in the playground or field at break or during lunch-hour. We aim to train the children to:-

- Respect their surroundings and not damage trees and plants;
- Play sensibly in the playground and not play any 'rough' games that might lead to injury;
- Take pride in their school and not drop litter at playtimes.

Sanctions would involve:-

- A verbal reprimand by the teacher
- **Time In** – the child is to stand next to the teacher on duty or being restricted to an area near the duty teacher
- Kept in, **under supervision**, for part of the next playtime
- Parents/carers informed and involved and a strategy for improvement set up. At the start of the day, the end of break and lunchtime, a whistle is blown as signal to the children to line up and wait for their teacher to come and lead them into school in an orderly fashion
- During wet playtimes and lunch times the children are allowed to play with a variety of games and are allowed to draw on scrap paper, read books, play board games. KS1 – Interactive Whiteboards

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good behaviour.

All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly Celebration Assembly. But regular praise and encouragement is part of the school ethos.

Lunchtime Supervisors

- At Wolsey House we value the work of the Lunchtime Supervisors (LTS) and provide training where possible in positive behaviour management. They also award children with stickers for positive behaviour, along with Warehouse tokens.
- **Time In** – the child is to stand next to the LTS on duty or being restricted to an area near the LTS

Monitoring and Review

- The school keeps records concerning incidents of poor and disaffected behaviour on a form called Record of . The class teacher records minor classroom incidents. Any incidents of a more serious nature when children are sent to the Headteacher or Deputy Headteacher are recorded in the school incident book. The school keeps a record of any incidents that occur at break or lunchtimes.
- The Headteacher keeps a record of any child who is suspended for a fixed term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- A sub-committee of the governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Equality Impact Assessment

- This policy has had an initial equality impact assessment and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.
- This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Approaches to Behaviour Management for individual children

- Occasionally there will be children in the school whose behaviour will give cause for concern. These children will need more specifically-focused, individually-based programmes of behaviour management. This is usually done with the support of colleagues and/or support services and will usually take the form of Contracting and Self- Monitoring.
- Notes detailing behaviour exhibited by the children will be recorded in the class teacher's field notes. However a separate record of behaviour diary to be signed by parents/carers may be used in some cases.

Incidents

Behavioural incidents are tracked on children's Record of Events trackers using the STAR system recommended by Special Educational Needs Teaching Service:

S – Setting T- Trigger A- Action R- Result. This enables staff to identify potential triggers for children to reduce the likelihood of disaffected behaviour.

Please see Appendix A

- Children complete 'reflection sheets' as advised by The Primary, Social and Emotional, Mental Health Team (PSEMHT)

The co-ordinator thoroughly investigates all incidents and reports to the Headteacher. In some cases the headteacher reports the issue to parents/carers.

Calming Spaces Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body • information displays in the main school entrance

Training

School personnel will:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
 - Maintaining good order and discipline
 - Safeguarding children
 - The use of reasonable force
 - Dealing with bullying
 - Children at risk of disaffection
 - Pupil support programmes

- Equality
- Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

We:

- have in place appropriate training for all safeguarding policies that is undertaken by a registered training provider;
- ensure all school personnel have received the appropriate training on all safeguarding policies;
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms
- that highlights the knowledge gaps in the training
- that shows how those knowledge gaps were corrected
- ensure that gaps in training are addressed

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both children and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

- This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'

- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education 2025'
- DfE 'Searching, Screening and Confiscation: Advice for schools'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

- DfE 'Mobile phones in schools'
- DfE 'Creating a school behaviour culture: audit and action planning tools' **This policy operates in conjunction with the following school policies:**
- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

This policy:



- has been reviewed thoroughly by the safeguarding governor (**Mr Matthew Peatfield**) and the lead Designated Safeguarding Lead (**Mr Steve Powell**) has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;

- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library

Monitoring the Effectiveness of the Policy

- The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

Date	Review Date	Coordinator	Nominated Governor
January 2026	September 2026	Mr S Powell	Mr. Matthew Peatfield

Headteacher:		Date:	January 2026
Chair of Governing Body:		Date :	January 2026

WOLSEY HOUSE PRIMARY SCHOOL



Confirmation receipt of the Wolsey House Behaviour Policy

Name: _____

Post: _____

Date of induction: Wednesday 7th January 2026

Name and designation of staff member responsible for induction:

Mr Steve Powell

I confirm that I have received, read, understood and been made aware of my duties in relation to the school's Behaviour Management Policy.

Signature: Date:

