

# Western Downland C of E (VA) Primary School



## Behaviour Policy

<b>Name of School:</b>	<b>Western Downland C of E (VA) Primary School</b>
<b>Name of Responsible Manager/Headteacher:</b>	<b>Alice Tubbs Headteacher</b>
<b>Date Policy approved and adopted:</b>	<b>October 2022</b>
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The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Western Downland CE VA Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Western Downland CE VA Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims of the positive behaviour policy:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that positive behaviour is promoted across our whole school community.

### **Our Philosophy**

Western Downland CE (VA) Primary School has 3 simple rules which are taught and modelled explicitly:

**Be safe**

**Be respectful**

**Be ready**

### **Recognition for positive behaviour:**

*'The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.'* Paul Dix

- Descriptive praise (e.g Thank you for listening so well.)
- Good news phone calls home
- Stickers
- Lunchtime awards
- Recognition boards
- House Points
- Awards in celebration assembly

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider Western Downland community and showing Western Downland's initiative. These children will be awarded a Western Downland Golden Leaf.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

### **Consequences:**

*'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'*

Paul Dix

Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Consequences implemented can be a 'time out' or a 'missed breaktime' or, in more serious circumstances, parental phone calls home. These consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences.

- '2 minutes owed'- a reflective time where the child and adult privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child through restorative conversations of our school rules and to encourage positive behaviour in future.
- 'Pay it back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home.
- Logical consequences - e.g. If there has been damage or vandalism in the classroom we may ask the child or children involved to help clean up or repair the damage.

- Time in - For developmentally younger children who have made the wrong choice they are asked to stand or sit next to an adult for 2 minutes.

### **Child-on-child abuse (including child-on-child sexual abuse):**

We want everyone to feel included, respected and safe in our school. Our school seeks to be welcoming and inclusive, attentive to one another and values diversity, which we seek to celebrate and nurture. Inappropriate behaviour will always be challenged and not accepted as 'banter' or 'having a laugh' or 'part of growing up'.

We will not tolerate child-on-child abuse. Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- **sexual violence**, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- **sexual harassment**, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All staff and pupils are encouraged to call out and/or report this behaviour. Our culture and ethos of respect, tolerance, acceptance and diversity makes it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour. Pupils are encouraged to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. As a Church of England primary school our Christian values underpin the way in which we treat each other- evident in the mutual respect and caring ethos seen as you walk around our school. Any sexualised behaviours will always be challenged. We have a responsibility to model to our pupils how wider society should deal with such incidences.

The school will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Where there's been a report of sexual abuse, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

The risk assessment will inform whether we need to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Different sanctions will be appropriate for different 'levels' of sexual abuse. We will listen to the victim(s) and their wishes will help to inform our response. Sanctions may include:

- A verbal warning
- Ask them to apologise to anyone the comment was directed at
- A letter or phone call to parents
- A period of internal exclusion (length dependent on incident)
- Suspension (fixed-term suspension) - length dependent on incident - or permanent suspension
- Monitor their behaviour for any recurrence

A 'lower-level' incident such as a sexist comment– for example, a pupil making a comment that staff have reason to believe they do not fully understand will be addressed through education, our curriculum and the way our school promotes respect. In these circumstances staff will explain why it wasn't acceptable and ask the pupil to apologise to the victim.

We will always balance the importance of safeguarding other pupils (including the victim) with the need to support, educate and protect the alleged perpetrator(s).

The school will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

Our response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

As well as focusing on what's inappropriate, we will help pupils to understand what good and healthy sexual behaviour means.

Our RSE curriculum covers important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

**Parental involvement:**

We recognise that a positive partnership with parents is extremely beneficial to behaviour management. We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. Parents should be informed of success and achievements as well as when children have struggled. All behavioural incidents are recorded on CPOMS by staff. For the vast majority of our learners a gentle reminder or redirection is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time to 'cool off', however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

*'Punishment doesn't teach better behaviour, restorative conversations do.'*

Paul Dix

Parents will be informed of any incident involving sexual abuse, no matter how 'low-level'. Parents will be informed of what their child has said or done, and be asked to start an important conversation with their child about acceptable and unacceptable sexual behaviour. This will enable the school and parents to work together towards a solution.

**Scripture:**

Every adult in our school is important and has the ability to deal with behavioural incidents both in the classroom and on the playground. The use of scripture helps adults to deal with behaviour incidents consistently. This allows interventions to take place immediately and can involve a restorative conversation. Incidents will not usually then be revisited by the leadership team unless further action is required. Teachers and teaching assistants will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g. helping to provide 'cool off' time or releasing the class teacher to have a restorative meeting/conversation with a child.

### **Restorative Meetings/Conversations:**

*'The positive relationships you form with pupils depend on a restorative approach being your default mode.'*

Paul Dix

At Western Downland CE (VA) Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm?

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include individual rewards to reinforce positive behaviour. We may also seek advice and support from external advisors including Primary Behaviour Support.

### **Use of Reasonable Force:**

The government makes it clear that 'all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' The school has adopted Hampshire's Restrictive Physical Intervention Policy which may be found on the school server.

### **Fixed term or permanent Suspension:**

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Headteacher will suspend the child. In all cases, suspension will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. A pupil

can be suspended from the school premises during term time or just lunchtime periods. It is rare that the school resorts to suspension as in most cases it can be avoided by using a wide range of strategies for improving behaviour. A child may be suspended, internally (working away from peers) or externally for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse /Threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES. They are also monitored by the governing body. If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we understand this.

Exclusion from school will only be used in the most severe cases of sexual harrassment or sexual violence for example after an incident of sexual assault. The decision will be lawful, reasonable and fair.

### **Physical Attacks on Adults:**

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy.

All staff should report incidents directly to the Headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are nurturing schools that value each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.