



**Westcott Church of England School**

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## **Westcott Church of England School Behaviour Policy – January 2024**

### **Introduction**

At Westcott CE Primary School, we aim to provide an environment underpinned by our Christian Vision and associated values, where everyone can learn in faith and grow into all God wants us to be. Everyone is expected to take responsibility for their actions and to show care and concern for people, the school and everything in it. Each child is valued and encouraged. We do our best to provide a caring and well-ordered environment in which all children can learn and develop. Every member of the school community has a responsibility for promoting good behaviour in school.

### **Vision, Aims and Principles**

The school takes a positive attitude towards discipline and behaviour, creating an atmosphere of friendly and relaxed relationships. Good behaviour is encouraged through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. It is the responsibility of children, all staff, governors and parents to ensure that high standards of behaviour are maintained and that cooperation and high expectations are at the centre of our beliefs. Discipline is seen as a positive and motivating factor and is an integral part of our ethos, encouraging children to care for one another. This policy has been written following current government legislation and guidance and also includes guidance provided by Buckinghamshire Safeguarding Children Board.

### **Our Aims**

- To provide a rich learning curriculum that promotes our Christian values and provides spiritual, moral, social and cultural development for all pupils.
- To enable children to make good choices about their behaviour
- To promote relationships which are happy, safe and secure so that everyone can support each other, work together and learn well
- To provide pupils, as they grow in understanding, with opportunities to contribute to our school, local community and the wider world as responsible citizens.

**Let Your Light Shine**

**TRUST LOVE PERSEVERENCE**

## **Our Expectations**

- We have high expectations of individual effort and behaviour, praising, valuing and celebrating achievements
- Children and adults must be clear about what is expected of them and should be continually and consistently encouraged and supported to meet those expectations
- We expect children, staff, parents, governors and other visitors to our school to be mutually respectful
- We foster a non-threatening learning culture that encourages the growth of everyone's self-esteem
- We recognise that everybody's contribution to the school is significant and we all have a responsibility to each other
- We expect children to make good choices and older children to set a good example to younger ones
- We expect children to not support the misbehaviour of their peers.

## **Principles**

Our school behaviour policy sets out measures which aim to promote good behaviour, self-discipline and respect; prevent bullying (including cyberbullying and the misuse of online or mobile communication); ensure that pupils complete assigned work; regulate pupils' conduct.

When deciding what these measures are, the Headteacher has taken into account the Governing Body's Statement of Behaviour Principles. The Headteacher has regard to any guidance or notification provided by the Local Governing Body which includes the following:

- screening and searching pupils;
- the use of reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous, disruptive behaviour;
- pastoral care for staff accused of misconduct.

## **To meet the Public Sector Equality Duty (PSED), this policy ensures that:**

- bullying that is inflicted on the grounds of race, gender, disability and other characteristics such as sexual orientation is not tolerated and is penalised;
- there are no rules, penalties or punishments that would disproportionately affect a particular group of pupils

## **The Headteacher also:**

- takes account of the Governing Body's Statement of Behaviour Principles and any guidance or notification provided by the Local Governing Body when writing the behaviour policy;
- decides the standard of behaviour expected of pupils;
- determines the school rules and any disciplinary penalties for breaking them;
- publicises the behaviour policy at least once a year to parents, pupils and staff which is published on the school's website.

### **Discipline in schools – teachers' powers (Behaviour and Discipline in Schools, DfE 2016)**

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school, including cyberbullying and/or misuse of online/mobile communication.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Her Majesty's Inspectors of Schools set out clear guidance about expectations for behaviour in schools including:

- enabling pupils to be confident, self-assured learners;
- pupils' excellent attitudes to learning have a strong, positive impact on their progress;
- pupils are proud of their achievements and of their school;
- pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour;
- pupils are self-disciplined;
- incidents of low-level disruption are extremely rare;
- parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare;
- pupils conduct themselves well throughout the day, including at lunchtimes.

## Rights and Responsibilities

We believe that everyone in the school community has rights and responsibilities. These are:

<p><b>Rights of Pupils</b></p> <ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability</li> <li>• To be treated with consideration and respect</li> <li>• To feel valued</li> <li>• To feel happy</li> <li>• To be listened to by adults</li> <li>• To feel safe</li> <li>• To be treated fairly</li> </ul>	<p><b>Responsibilities of Pupils</b></p> <ul style="list-style-type: none"> <li>• To be polite, kind and helpful to everyone</li> <li>• To refrain from behaving in a way that brings the school into disrepute, including when outside school</li> <li>• To show respect to members of staff and each other</li> <li>• In class, make it possible for all pupils to learn</li> <li>• To move quietly around the school</li> <li>• To treat school buildings/school property with respect</li> <li>• To wear the correct uniform at all times</li> <li>• To accept consequences when given</li> <li>• To work well and try their best</li> </ul>
<p><b>Rights of Staff</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues</li> <li>• To be treated as professionals</li> <li>• To be able to teach without unnecessary interruption</li> <li>• To feel safe</li> </ul>	<p><b>Responsibilities of Staff</b></p> <ul style="list-style-type: none"> <li>• To implement the behaviour policy consistently</li> <li>• To treat everyone with respect and understanding</li> <li>• To set up class reward systems for individuals, groups and the whole class</li> <li>• To provide a personalised approach to the needs of particular pupils (e.g. Behaviour Support Plan)</li> <li>• To create a safe environment</li> <li>• To communicate regularly with parents at a mutually convenient time</li> <li>• To ensure that pupils know what is expected of them</li> </ul>
<p><b>Rights of Parents</b></p> <ul style="list-style-type: none"> <li>• To be treated fairly and with respect</li> <li>• To know their children are safe</li> <li>• To be able to raise concerns with staff</li> <li>• To be supportive and involved if difficulties arise</li> </ul>	<p><b>Responsibilities of Parents</b></p> <ul style="list-style-type: none"> <li>• To get their children to school on time, ready to learn</li> <li>• To treat staff with respect</li> <li>• To inform the school of any changes in circumstances that may affect their child's behaviour</li> <li>• To discuss any behavioural concerns with the class teacher promptly</li> <li>• To reinforce and support the School Behaviour policy</li> </ul>
<p><b>Rights of Headteacher</b></p> <ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues</li> <li>• To be treated as a professional</li> <li>• To feel safe</li> </ul>	<p><b>Responsibilities of Headteacher</b></p> <ul style="list-style-type: none"> <li>• To support staff by implementing the policy and by setting the expected standards of behaviour</li> <li>• Implement the policy consistently throughout the school and report to governors on its effectiveness, when requested</li> <li>• Ensure the health, safety and welfare of all pupils and staff in the school</li> <li>• To maintain a record of all reported serious incidents of misbehaviour</li> <li>• Issue suspensions to individual pupils for serious acts of misbehaviour. The Headteacher may permanently exclude pupils</li> </ul>

**Governors**

The Governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in implementing and monitoring this policy.

### Consequences and Rewards

The following display is at the front of each classroom:



Superstar Stamp Recognition Board



Good Learning – concentrating and trying really hard



Ready to Learn

Verbal Warning – Learning needs to improve



Learning has stopped (1 warnings = 5mins off playtime, 2 warnings = 10 mins off playtime)

Each child's name is placed on the 'Ready to learn' at the start of every lesson.

Children are moved up or down depending on how learning is progressing.

#### Positive:

Consequences for good learning, good choices and good behaviour are:

- Pupils who are put on the Superstar Stamp Recognition Board will receive a stamp for each session. When stamp cards are completed pupils will receive certificates from the Headteacher.
- House Points are awarded for positive learning attitudes and demonstrating school values.
- Class systems of individual, group and whole class rewards.
- Special Award Certificates presented in Celebration Assembly weekly for demonstrating the school values, great effort and achievement (1x Year Group)
- Showing work to other classes/teachers
- Visiting the Headteacher
- Lunchtime staff can award House Points

#### Negative:

Consequences for bad choices, poor attitude and behaviour are:

- 1 Warning = 5 minutes off play
- 2 Warnings = 10 minutes off play
- 3 Warnings = Class teacher to phone home to discuss with parents. Pupils are sent to the Headteacher to discuss.
- If negative behaviour continues, parents invited into school to discuss ways forward.

The safety of our pupils is paramount in all situations. If a pupil's behaviour endangers the safety of others the class teacher will stop the activity and prevent the pupil from taking part for the rest of that session.

We recognise that ongoing low level behaviour can be detrimental to pupil's learning and in order to reduce such behaviour we follow the steps below:

**Step 1:** a meeting or phone call between the class teacher and parents to inform them of a high number of warnings caused by low-level disruptions or uncooperative behaviour. Home/school link book to be set up.

**Step 2:** an additional meeting with parents and the Headteacher or SENDCo to advise this has continued and we need to see an improvement within a fixed period of time. A behaviour chart in school, to track incidents, will be used in addition to any other intervention that may help.

**Step 3:** a formal meeting with parents/carers, pupil, Headteacher or SENDCo and class teacher.

### **Dealing with behaviour off-site**

Under the Education and Inspections Act 2006, teachers have the power to discipline pupils for misbehaving off the school site. Westcott CE School adheres to The DfE's advice on behaviour and discipline in schools which explains that staff may discipline pupils for misbehaviour when a pupil is:

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

Or the behaviour:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school;
- is bullying and or the misuse of online/mobile communication including inappropriate language with another pupil

### **Searching pupils and confiscation**

Based on the DfE's guidance (Searching, screening and confiscation, Advice for headteachers, school staff and governing bodies) the staff at Westcott CE School can search a pupil (including his/her bag or tray) for any item if the pupil gives consent. This does not need to be formal written consent. In accordance with the DfE advice, Headteachers and authorised staff have the statutory power to search pupils, without consent, where they suspect the pupil has a prohibited item. This includes electronic devices and mobile phones which are not permitted in school. In exceptional circumstances, staff may use reasonable force when conducting a search for prohibited items (see 'Use of Force to Control or Restrain Children' at the end of this policy).

### **Pupils with Special Educational Needs whose need is due to behaviour difficulties may:**

- have regular meetings with their teacher and parents/carers;
- have a target card overseen by a member of the Senior Leadership Team working with that pupil and Class Teacher. A mutual decision is made, involving the pupil, as to when the targets are deemed no longer necessary. Parents/carers see the card weekly;
- have targets for improved behaviour on a provision plan;
- have a Pastoral Support Plan (PSP);
- meet regularly with the SENDCo to discuss progress;
- have outreach support from an external agency

### **Unacceptable Behaviour**

There is no place at Westcott CE School for violence, bullying, cyber-bullying, harassment (racial, sexual or other forms of discrimination), peer on peer abuse, vandalism, rudeness to adults or bad language (including language of a sexual nature) in the school community. In line with our Anti-Bullying Policy, any form of peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. The Safeguarding Policy should be referred to should any incidents of behaviour result in a safeguarding concern.

In rare circumstances due to the above unacceptable behaviours, it may be necessary to temporarily exclude a pupil from school. The decision to suspend pupils lies with the Headteacher. In the Headteacher's absence this decision will be made by next senior teacher in school. The last resort is exclusion from school on a permanent basis following Buckinghamshire's guidelines on exclusion.

### **Monitoring**

Behaviour is monitored by the headteacher on a regular basis as part of the monitoring cycle. This is reported back to the Governing body as part of the safeguarding Governor visit report.

All incidents of unacceptable behaviour must be recorded on behaviour forms and passed onto the class teacher so the appropriate consequence and action can be taken. These forms must then be placed in the office for the attention of the admin staff so that an accurate record can be logged onto the SIMS system. Serious incidents of behaviour are reported immediately to the Headteacher.

*Specific guidelines for dealing with bullying can be found in the school's Anti Bullying Policy*

All occurrences of this type of behaviour are recorded, including the name of the victim, in the usual way and will also be brought to the attention of the Headteacher. This will be recorded in the school's 'bullying log.' Repeated occurrences will need to be brought to the attention of the parents through a letter or an invitation to meet with the Headteacher to discuss appropriate responses to the repeated inappropriate behaviour.

## **Monitoring and Evaluation**

The implementation of this policy will be monitored by the Headteacher. A report on effectiveness, including a resume of incidents recorded, will form part of the Headteacher's written report to the Governing Body once a term.

## **Review**

This policy will be reviewed annually.

## **Appendix 1**

### **Use of Force to Restrain Pupils**

1. From time to time a pupil may behave so disruptively or dangerously, and be so resistant to instruction or persuasion, that physical force is the only control measure available to the responsible adult. This protocol sets out the Westcott CE School policy governing such situations.

2. The school's policy is to comply with the s.93 of the Education and Inspections Act 2006, and the Government's guidance 'Use of reasonable force – advice for head teachers, staff and governing bodies' July 2013<sup>1</sup>. This protocol should be read together with both. The core principle is that a member of staff may use reasonable force to prevent a pupil from doing, or continuing to do, one of the following:

- (i) committing an offence (or what would be an offence if the pupil were old enough);
- (ii) injuring her/himself or another, or damaging property;
- (iii) disturbing order and discipline.

3. Members of staff will not resort to force lightly or as a matter of routine. It is the overarching aim of the school, and of this Behaviour Policy in particular, that our pupils acquire a sound moral code and learn to behave with self-control and with courtesy and consideration for others. Our policy is to cultivate an ethos with those as central principles, and a culture in which adults and pupils manage conflict and strong feelings by civilised discourse and not by force or violence. In those ways the likelihood that a situation will arise in which a pupil has to be controlled or restrained by force will be minimised.

4. Force will never be used as a punishment.

### **Who may use force?**

5. All Teachers and Learning Support Assistants and office staff count as members of staff. Note that parent helpers and any other adult volunteer helpers do not, and may not use force unless there is an immediate likelihood of significant harm to a pupil and there is no other way to control it.

### **What counts as 'reasonable' force?**

6. Members of staff contemplating the use of force have to make an assessment of the situation, and do so quickly under what may be stressful conditions.

They have to gauge:

- (i) the seriousness of the conduct causing concern (the probability that significant harm or disorder will result if it is unchecked);
- (ii) the probability that non-forceful measures will be unsuccessful;
- (iii) the urgency with which control must be regained;
- (iv) the level of force that will be appropriate;
- (v) additional risk factors that may affect how this particular situation is handled.

7. If defensible judgments are made on these points then the requirement for 'reasonableness' will be satisfied. The process is broken down here for the sake of clarity. It is not expected that a member of staff will in real life carry out such a step-by-step analysis, but that these elements will be integrated into a swift evaluation and decision.

### **Conduct warranting the use of force**

8. The use of force will normally be appropriate in the following situations, or ones of similar gravity, provided that non-forceful methods seem likely to fail and there are no overwhelming factors counterposed to it:

- (i) a pupil is attacking another person, or fighting, in such a way that injury is likely;
- (ii) a pupil is damaging, or is about to damage, personal or school property;
- (iii) a pupil is behaving in such an unruly way, for example by the misuse of equipment or dangerous substances, that injury to her/himself or to others, or damage to property, is likely;
- (iv) a pupil is attempting to leave the class or the school, or withdraw from the member of staff's sphere of control, and there is a risk to her/his safety if (s)he does so;
- (v) a pupil persistently refuses to obey an instruction to leave a classroom or work area;
- (vi) a pupil is behaving in a way that significantly disturbs or distracts other children, or otherwise disrupts a lesson or event at the school;
- (vii) a pupil is committing or is about to commit a criminal offence, or what would be a criminal offence if the pupil were not under the age of criminal responsibility.

9. It is important to note that para 8 above is not merely permissive or mitigatory, but that members of staff have a positive duty to use force in such circumstances.

### **What level of force is appropriate?**

10. The level of force used and the duration of it should be the minimum necessary to restore safety or order or both. It may be passive, standing between pupils or blocking a pupil's path, or involve active control or restraint. Active methods may range from leading a pupil by the hand or arm, or ushering, marshalling or 'herding' a pupil or pupils with a hand on the back or shoulder, to full body restrictive holds or lifting and carrying. In cases of extreme danger, for example: a pupil about to run into a busy road or to strike another with a knife or a bottle, a member of staff should not hesitate to use the most effective method. In such cases it may not always be possible to avoid injuring the pupil, but the lower risk should be taken.

11. The following principles must be followed:

- (i) the member of staff must not hit the pupil;
- (ii) handling must not involve deliberately inflicting pain on the pupil (so, for example, may not involve joint locks or finger holds);
- (iii) the pupil's breathing must not be restricted (so, for example, handling must not involve throat or neck holds or pressing the pupil or young person's face into soft furnishings);

- (iv) adults must as far as possible avoid touching the genital area, the buttocks or the breasts of the pupil, or using contact that may be interpreted as sexually inappropriate;
- (v) the adult must not put her/his full weight upon the pupil's spine or abdominal area.

12. During any application of forcible control or restraint adults must seek as far as possible to:

- (i) lower the pupil's level of arousal by continuously offering oral reassurance and avoiding generating fear of injury in the pupil; act calmly and not out of anger or impatience;
- (ii) restrict movement of the pupil's limbs as little as possible consistent with the danger of injury (so, for example, the adult should not normally restrict the movement of the pupil's legs when (s)he is on the ground unless in an enclosed space where flailing legs are likely to be injured);
- (iii) take account of the danger of accidental injury during the restraint by using a method suitable for the place in which it is taking place for example, on a paved surface the adult should try to avoid placing the pupil or young person on the ground;
- (iv) where a group of staff is involved, consider working together as a team, with one member taking the lead;
- (v) not employ another pupil to assist in control or restraint;
- (vi) not attempt to move a pupil body from one place to another unless danger or disruption cannot be subdued in any other way.

### **Other risk factors**

13. The following factors should be taken in to account when deciding whether and how to use force. The qualification at para 7 above is relevant here too. It may not be practicable for a member of staff under pressure to ponder them deeply, but forethought will help to make sure that they are absorbed into the judgment made on the spot:

- (i) any special need, disability, fragility or susceptibility of the pupil, including difficulties in communicating or understanding instructions; physical frailty that makes a pupil more likely to be harmed by forceful handling; and emotional instability that makes a pupil more likely to react to stressful situations in a violent or unruly way;
- (ii) pupils for whom these factors are particularly relevant will be identified by the SENDCo and members of staff made aware of their needs;
- (iii) the ages and medical conditions of both adults and pupil;
- (iv) cultural sensitivities that may affect how a pupil regards being touched or handled;
- (v) the involvement of a weapon;
- (vi) the presence of other adults who may be able and willing to help;
- (vii) any danger created by the place in which the incident is taking place;
- (viii) the pupil's previous experience of handling, if any, and her/his known response;
- (ix) additional risk created by clothing, jewellery, spectacles, hearing-aids or other equipment worn by the pupil

### **Follow-up action**

14. All significant incidents of forceful control or restraint should be recorded in writing, using the incident record form kept in the school office. Relevant factors in determining whether or not a particular incident warrants a report are: whether or not the pupil, other pupils or the member of staff were distressed by it; whether or not a restrictive hold was used or the pupil was bodily handled;

whether or not anyone involved was injured; and whether there is more than a negligible likelihood that the pupil's parents may wish to pursue the matter or that an issue of child protection may be raised.

15. The report must include:

- (i) details of when and where the incident took place (a sketch plan may be helpful);
- (ii) circumstances and significant factors which led to the incident;
- (iii) the duration and nature of any physical restraint used;
- (iv) the names of pupils and staff involved and of all witnesses;
- (v) a description of any injury sustained by pupils or staff and subsequent medical attention;
- (vi) a description of any action taken after the incident.

16. The member of staff involved will discuss the incident with the Headteacher as soon as possible afterwards. It will be discussed with the pupil also, if in the opinion of the Headteacher and the staff member that would be beneficial.

17. The parents/guardians of the pupil will be informed about the incident and its follow-up.

18. Depending on the seriousness of the incident and the likelihood of ramification, statements may need to be taken from witnesses, and if so this should be done as soon as possible after it. But note that if the incident has been referred for action under child protection procedures then investigation under this protocol should cease, and no further statements should be taken from those involved or from any witnesses.

### **Staff induction**

19. At Westcott CE School, the Behaviour Policy, and this protocol in particular, will be brought to the attention of all members of staff (see para 5 above) during their induction period. They should familiarise themselves with it and resolve any difficulties or uncertainties before taking control of pupils in circumstances in which they may need to call upon it.

### **Legislative links**

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

## Westcott CE School Governing Board Statement of Behaviour Principles

1. Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
2. All staff, volunteers and visitors have the right to feel safe, valued and respected.
3. All pupils, staff and visitors are free from any form of discrimination.
4. Staff and volunteers set an excellent example to pupils at all times.
5. Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
6. The behaviour policy is understood by pupils and staff.
7. The behaviour policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions.
8. Pupils are helped to take responsibility for their actions.
9. Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
10. The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
11. This written statement of behaviour principles is reviewed and approved by the full governing board annually.