

# Bedfield and Wetheringsett C of E Primary Schools Behaviour Policy

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**The Mustard Seed**

“The Kingdom of Heaven is like a grain of mustard seed, when it is grown, it becomes a tree, so that the birds of the air come and lodge in its

branches. “Matthew 13:31 – 32

**The Mustard Seed**

**“If you have faith as small as a mustard seed… nothing**

**will be impossible for you.” Matthew 17:20-21**

**Our Vision**

Our Christian vision derives from the parable of ‘The Mustard Seed.’

**Wetheringsett**

“The Kingdom of Heaven is like a grain of mustard seed, when it is grown, it becomes a tree, so that the birds of the air come and lodge in its branches. “Matthew 13:31 – 32

**Bedfield**

# ‘‘If you have faith the size of a mustard seed, you will say to this mountain, ‘Move from here to there,’ and it will move; and nothing will be impossible to you.’’ Mathew 17:20

**Sowing, Growing and Knowing**… represents our approach to teaching new concepts, developing

children’s understanding and gaining knowledge and skills for life.

# Bedfield School Values

Compassion, Respect, Forgiveness, Friendship, Trust & Truthfulness

# Wetheringsett School Values

# Thankfulness, Perseverance, Courage, Generosity, Friendship, Compassion

# Principles

* 1. At Bedfield and Wetheringsett C of E School we aim to create a secure, caring and effective nurturing environment which promotes the Christian values which underpin all relationships in school. We actively promote an ethos of kind behaviour, where pupils treat one another and the school staff with respect because they know that this is the right way to behave. We support children to respect each other, understand the value of education, and understand how our actions affect others.
	2. Within our school environments we promote positive and appropriate physical contact between children, staff and all stakeholders. Appropriate physical contact relates to ensuring children are kept safe within the school environment and supports a nurturing approach to making pupils thrive. At times it may be necessary to make a child safe using reasonable force which is defined by the DfE as:
* a degree of physical contact with pupils.
* Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
* ‘Reasonable in the circumstances’ means using no more force than is needed. schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
* Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
* School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

 Reference: DfE Use of Reasonable Force: Advice for headteachers, staff

 and governing bodies July 2013

* 1. We believe that every child and adult in the school has the right to be in a respectful and abuse-free environment, and that every adult and child has responsibility for their own behaviour.
	2. The governing body and the staff believe that clear rules, high expectations and positive attitudes will support our children to successfully learn and play together and become positive members of the wider community. This is the primary aim of this policy.

# Expectations

* 1. The expectations of children, staff and parents as described below are outlined in our Home School Agreement that is sent home at the beginning of each school year and signed by parents, children, and the headteacher.
	2. The school also has Codes of Conduct that are signed by all staff, volunteers and governors. Responsible Use Agreements are also signed by staff, governors, parents and children. These include the school’s expectations for online behaviour, including social media.

# Expectations of all children

* 1. We expect children to keep our school rules which are encompassed by: **Be kind. Work hard**.
	2. At the beginning of each school year, the rules are discussed in class and signed by all adults and children in KS1 and KS2 classes. With our younger children in particular, we make sure they have a good understanding of

what ‘Be kind’ and ‘Work hard’ look like in practice.

* 1. We expect children to understand that these rules apply to all circumstances in and out of school, including break times and when out in the wider community .
	2. We talk to the children about ‘good’ and ‘bad’ behaviour **choices** and make it clear that circumstances may explain but do not excuse bad choices.
	3. We also expect children to understand and accept that children have a right to learn without being disturbed by the poor behaviour choices of their classmates
1. Expectations of all staff
	1. Through high quality teaching, all staff provide a safe, secure environment and are proactive in adopting consistent strategies to support all children to learn and to manage their behaviour. These strategies include providing engaging lessons with appropriate challenge, establishing routines and actively developing positive relationships with children.
	2. Teachers also use opportunities to teach children to understand, respect and value differences.
	3. Staff maintain high expectations for behaviour and consistently follow the procedures outlined in this policy when children break the rules, including careful record keeping and following the procedures for communicating concerns.
	4. We expect all staff to act as role models in their attitudes and relationships and meet the expectations outlined in the Staff Code of Conduct and the Home School Agreement.

# Expectations of parents and carers

* 1. We work in close partnership with parents, guardians and other family members and expect all parties to conduct themselves in a way that demonstrates respectful interaction with other parents, staff, governors and other members of the school community. This pertains to consistent use of civil language and behavior in all matters concerning the school. In the event of this expectation being breached, the school maintains the right to ban a person from the school grounds and premises or to implement the school’s Lock Down Procedure if children or staff safety is compromised.

Parents and other family members are expected to:

* praise and encourage their child’s achievements and positive behaviour
* cooperate with the school and support the actions of the school (especially in the presence of their child)
* inform the school of any change of circumstances at home or otherwise, which may affect their children in school
* model acceptable behaviour on the school site
	1. If parents have any concerns about the way that their child has been treated, in line with the school Complaints Policy, they should initially contact the class teacher. If the concern remains, parents should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in line with the policy.

# Expectations of the Headteacher

* 1. It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
	2. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
	3. The Headteacher ensures records are kept of infringements of the school rules and a MAT Schools’ incident records are completed when necessary.
	4. The Headteacher has responsibility for giving exclusions to individual children for serious acts of misbehaviour.

# Expectations of governors

* 1. Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.
	2. The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy

# Rewards

* 1. The policy is based on the research-based principle that positive reinforcement, including rewards, is more likely to change behaviour than sanctions.
	2. Individual and whole class reward systems are established in each class each half term. These vary, ideally in consultation with the children, in order to keep them fresh and effective. These could include rewards such as raffle tickets, ‘Star in a Jar’, a class marble jar etc.
	3. We also understand the importance of specific, verbal praise as a motivating factor for good behaviour. Therefore, the overwhelming majority of comments should be specific, praise eg ‘It was very helpful when you picked up that skipping rope and put it away’, ‘You have worked really hard on that problem’
	4. Staff may introduce other rewards to support, for example, specific behaviours or a particular part of the day eg a reward chart, ‘table of the week’ at lunchtimes.
	5. For exceptional acts of positive behaviour, where a child goes ‘above and beyond’ our high expectations and acts in a way that is a real example to others, a purple Positive Behaviour Form may be completed and shared with the headteacher and parents.

# Sanctions

* 1. The school has robust procedures for recording and monitoring behaviour infringements, including responding to serious incidents and escalating patterns of behaviour.
	2. When children break the school rules, the standard sanction is the loss of time out of the next break time. If more appropriate to the needs of

the child, in Early Years, the child may be given an immediate ‘time out’

for 3-5 minutes.

* 1. A stepped approach is in place, according to the seriousness and frequency of poor behaviour. This is outlined in Appendix A. This is not an exhaustive list, but gives an indication of the type of sanction that will be put in place for different behaviour.
	2. During lost break time, children complete a 3W Form (for younger children this may be scribed by an adult) on which they reflect on their actions by answering ‘What did you do?’, ‘Why did you do it?’, ‘What should you have done?

(Appendix B). This is briefly discussed with the member of staff towards the end of the time out. Interactions before the discussion are kept to a minimum….

We believe that for low level behaviour infringements it is important to give children an opportunity to change their behaviour. Therefore, some behaviours (see Appendix A) a warningwill be given before a sanction is put in place.

 In KS2 a visual ‘behaviour ladder’ is used. Names moved from white in the middle (expected behaviour)up to pink (impressive behaviour) purple (exemplary behaviour) or down to yellow (misdemeanor) orange (misdemeanor- multiple) and red (misdeameanor multiple/extreme). Names are returned to white at the beginning of each new session. **See appendix A**

Repeated misdemeanours once on ‘red’ will result in cumulative or escalated sanctions.

* 1. We expect children to try their best in all activities. If they do not do so, waste learning time or refuse to complete the task, we may ask them to do or redo it in their own time, either at home or in a break time.
	2. Children may be sent out of the class to another classroom or the headteacher’s office if it is felt this will support their behaviour choices or prevent learning from being disrupted. They will be given work to complete.
	3. In most circumstances, if another member of the school community has been negatively impacted by the behaviour, the perpetrator will be expected to apologise to them.

# Incidents requiring immediate intervention

* 1. Should there be an incident or escalation which requires a greater response, the adult should call on Headteacher for support.
	2. The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, the class teacher stops the activity and will continue the lesson elsewhere, leaving the child in the classroom with another adult close by.
	3. Reasonable force may be used to control or restrain children if needed in line with DFEguidance. See **Use of Reasonable Force (Including Restraint) Policy**.
	4. Parents are informed and a Behaviour Support Plan and Risk Assessment are written if they are not already in place.

# Adjustments

* 1. For the vast majority of children these strategies are successful in ensuring appropriate behaviours. However, from time to time, there may be children who will require adjustments that are additional to and different from these strategies. Factors where this may be the case

include when:

* + 1. a child has a special need that impacts on their behaviour
		2. a specific behaviour incident causes concern eg injury or there is perceived to be risk of injury
		3. an emerging pattern of behaviour causes concern

When this is the case, a Behaviour Support Plan will be drawn up in consultation with the SENCO/headteacher and shared with all relevant adults in school. Other tools such as Functional Analysis may be used to analyse the behaviour and its causes. Parents will be made aware of concerns and BSP shared with them. Help may be sought from outside agencies. More detailed records (eg ABC forms) will be kept to support the analysis of patterns of behaviour.

Children who join the school Reception may still be learning to mix, share and co operate. For some, their first few terms at school are preparation for accepting and complying with the

school rules and staff will need to use their professional judgement about implementing the sanctions outlined in this policy with these children.

# Bullying

* 1. The school does not tolerate bullying of any kind and when managing behaviour, all staff are vigilant for incidents or patterns of behaviour that could be indicative of bullying

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

**See Anti-bullying Policy**

# 12.2. Child on Child abuse

In most instances, the conduct of pupils towards each other will be covered bythe behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. The school is clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Peer on peer abuse can manifest itself in many ways and may include sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting (alsoknown as youth produced sexual imagery), upskirting, initiation/hazing type violence and rituals.

Any incidents of serious peer on peer abuse will be managed according to school procedures (see Appendix I) which detail measures to minimise the riskof peer on peer abuse, how allegations of peer abuse will be recorded, investigated and dealt with, and processes for how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

# Health and Safety

* 1. A risk assessment is written for all children who may display dangerous behaviours and shared with staff. This enables triggers to be identified and preventative measures to be in place. The Headteacher/SENCO will support the writing of these assessments with key staff.
	2. A Behaviour Support Plan is put in place to share information with staff and parents about the behaviour that may be exhibited and the appropriate response. Specific behaviour targets are put in place.
	3. After reviewing the behaviour plan, or if there is a point of serious concern or a risk of exclusion, a Pupil Support Framework (which have replaced Pastoral Support Programmes) is put in place.
	4. All of the above are completed in partnership with home and school and communicated to all involved.
	5. Whole school Risk Assessments that are written in response to a health and/or safety challenge faced by the whole school community will be shared with pupils and parents and where this impacts on how pupils must behave to ensure the safety of the whole school community they will be set out in an addendum.

# Use of Reasonable Force

* 1. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE 2012 Use of Reasonable Force.
	2. Restraint incidents to be recorded in bound book and also scanned and added to CPOMS (Child Protection Online Management System).

# Confiscation of property

* 1. Staff have the right to confiscate property that is not considered conducive to good behaviour in class or pose a threat to health and safety. When property is confiscated it will be returned to the family at the end of the school day. Items are put on the

teacher’s desk (or other appropriate place if not in the classroom). If the item is deemed to be valuable, it is put in the office safe as soon as is reasonably practical and certainly at the end of that session.

* 1. Pupils are not allowed to bring in toys or other items from home (such as latest crazes) unless asked to by their teacher (eg for Show and Tell). Mobile phones, tablets or other electrical communication equipment are not allowed to be kept by children once on the school premises. Pupils who bring these into school must leave them in the school office for safe- keeping at the beginning of the school day. It is the responsibility of the pupil to collect their property.

# Detention

* 1. Keeping children in at break times as a sanction is a form of detention. If the whole break time is lost, children will be offered a comfort break (opportunity to go to the toilet) and at lunchtimes, a reasonable amount of time will be given for children to eat and drink.
	2. After-school detentions may occasionally be used after consultation with the Headteacher and parents.

# Behaviour outside of the school premises

* 1. The school may respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This could include misbehaviour when the pupil is taking part in any school-organised or school-related activity or misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public orcould adversely affect the reputation of the school.
	2. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Sanctions will be in line with those outlined elsewhere

in this policy.

# Exclusions

* 1. We are an inclusive school. Where possible, the teachers and staff will always work in partnership with pupils, parents and other outside support agencies to help children who require an individual approach to behaviour management. However, in some cases, where necessary, the Executive Headteacher and the Head of School have the authority to exclude a child from school. This ‘last resort’ will be used for pupils who, through their behaviour, put themselves or others at risk of harm, or who have a record of continuous serious misbehaviour which jeopardises the learning and well-being of themselves and others.

The school follows DFE guidance when dealing with exclusions - Exclusion from maintained schools, Academies and pupil referral units in England DFE 2012.

* 1. If a child is exhibiting behaviour that puts them in danger of exclusion, then a Pupil Support Framework is written.

A formal exclusion could be:

* Internal Exclusion- half day
* Internal Exclusion- full day
* Fixed Term Exclusions for a period of up to 5 days dependent upon time needed to accommodate changes.

Reasons for exclusion are included in the ‘Behaviour and Discipline in Schools – Advice for Headteachers and school staff (2016)’ and ‘Exclusion from maintained schools, academies and pupil referral units in England’ (2015) documents. If it is necessary to exclude a child the school will ensure educational provision for excluded pupils from day 2 of their exclusion is in place.

There is a duty of parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and there is a duty of the Headteacher to offer the parent a reintegration interview in respect of certain fixed-period exclusions. A child may be excluded for one or more fixed periods, for up to 45 days in any one school year. If a child is excluded, parents or carers are informed immediately, giving reasons for the exclusion. Parents or carers can, if they wish, appeal against the decision to the governing body. Each time a child is given a fixed term exclusion the MAT and the local governing body are informed. The governing body itself cannot either exclude a child or extend the exclusion period made by the Executive Headteacher.

* 1. We do not wish to exclude any child from school, but sometimes this may be necessary. The decision to exclude a pupil will be taken in the following circumstances:
		1. In response to a serious or persistent breaches of the

school’s Pupil Behaviour Policy

* + 1. If allowing the pupil to remain in school would seriously harm the **education or welfare** of the pupil or others in the school.
	1. If, following an exclusion, no further progress is made and a child’s behaviour continues to be challenging over a period of time, other options will be considered. This will include a meeting between all parties to consider the next best step. It is likely that the SENDCO will be involved in drawing up a risk assessment and behaviour plan. These documents outline the specific targets/areas being worked on. Other external agencies such as County Inclusive support service may also be involved at this stage.

# Monitoring and the Review of the Policy

* 1. The Headteacher monitors the effectiveness of this policy during each Summer Term, consulting stakeholders and reporting to the Governing Body on the effectiveness of the policy

and, if necessary, making recommendations for further improvements.

* 1. The Headteacher carries out regular monitoring of any children who are causing concern or have Behaviour Support Plan or Pastoral Support Plan. The school keeps a record of incidents of concerning behaviour on CPOMs (Child Protection Online Management System). When there are circumstances of severe incidents of concern a Schools’ Incident Report Form (IRF001SCH) will also be completed and returned to the MAT.
	2. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who ispermanently excluded.
	3. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.
	4. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by The Duty to Promote Race Equality: A Guide For Schools, and

that no child is treated unfairly because of race or ethnic background.

* 1. The Governing Body reviews this policy every two years. 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 improv

# Appendi

**x A Behaviour Ladder -Behaviour and Possible Responses**

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| --- | --- | --- | --- | --- | --- |
| **Exemplar y behaviour (P2)****multiple p1**Golden ticket reward | **Impressiv e behaviour (P1)**Star in the jar | **Low Level Behavi our**Warning, then 5 minutes loss of break | **Misdeme anour 1 (M1)**5 minutes loss of break, 3W form completed | **Misdeme anour 2 (M2)Multi ple or extreme M1**Up to 15 minutes loss of break, 3W form completedSend to senior member ofstaff if break time | **Misdeme anour 3 (M3)Multi ple or extreme M2**Loss of up to all break time/s, 3W form completedRed behaviour formRemoval of other privilege sHeadteach er/ Hea d of school interventio n |
| Purple positive behaviour form sent home |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| Repeated P1s over lessonsDeeper thinking when questionin gConsistent contributio n to the school communityConsistentl y being a good role modelAn outstanding piece of work | Good work during lessonGood questioning Considerationof othersParticipatin g well in group workBeing helpful around school | Play becoming too physical e.g. pulling friend aroundNot on taskGeneral silliness in inappropri ate placeLow level disruption of others’ learningContinuing to tease or follow people when they have been asked not toCalling out Not stoppingimmediately onuniversal signal (claps)Talking when adult is talking‘Fibbing’Not lining up correctly | Name-callingThrowing objects inappropri atel y, including soft objectsat others.Misuse of school propert yInappropri ate languageMisuse of toiletsDeliberately not being where should bee.g. going to toilet without permission | Ignoring instructi onInappropri ate language to another childPurposeful destructio n of propertyHurting others through being rough eg pinching, pushing etc.Telling liesHarassmen t or intimidation eg touching, jeering, taking balls off others\*Lack of respect to adults eg rolling eyes, walking off, muttering under breathTripping someone overintentionall | Serious purposeful destructio n of propertySerious inappropria te behaviour towards another personRacist, homophobi c or other prejudice commentSwearing or rudeness to adultPhysical aggressi on - any hitting, kicking etcThrowin g dangero usobject s Bullyi ng |

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\* this will be carefully monitored to check that it does not constitute bullying behaviour

# This list is not exhaustive, but suggests the kinds of behaviour and possible responses

**3Ws Behaviour Form**

Name:

Date: Time: What did you do?

Why did you do it?

What should you have done?

What could you do differently in future?

**Appendix for Positive awards**

|  |  |
| --- | --- |
| **Golden ticket**- **for exemplary learning** | * **Deeper thinking when questioning** ● **Outstanding piece ofwork**
 |

|  |  |
| --- | --- |
| **Praise postcard*** **for exemplary learning**
* **exemplary behaviour**
 | * **Consistently displaying our schoolvalues**
* **Consistent contribution to the schoolcommunity**
* **Consistently being a good role model** ● **showing**

**perseverance in atask the child has found difficult** |