

UNITED LEARNING BEHAVIOUR POLICY

Schools are requested to amend this template policy, personalising and localising it as indicated; and highlighting all adjustments in the copy and return it to [NAME], for ratification by the Group Board.

Date of last central office review:	12/6/2019	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2020	Owner:	Claire Macfie
Date of next school level review:	Summer Term 2020		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	Annually - Summer Term
School policy ratified by Local Governing Bodies	Annually - Summer Term
Implementation of Group Policy	Annually - Summer Term



UNITED LEARNING TRUST

Wilberforce Primary

July 2019

BEHAVIOUR POLICY



United Learning
The best in everyone™

■ Ambition ■ Confidence ■ Creativity ■ Respect ■ Enthusiasm ■ Determination

Behaviour Policy

Expectations

Promoting and maintaining good, safe pupil behaviour

As a United Learning Academy, we aim for the 'Best in everyone'. We are 'ambitious for excellence' and so naturally have the highest expectations of pupil conduct.

Wilberforce Primary School aims to create a welcoming, caring environment where all relationships between children and teachers and between children themselves are based on respect.

The children, staff and governors are committed to maintaining high expectations of good and safe behaviour as an essential contribution to effective learning.

Parents have the right to expect that children are in a safe and inclusive environment. The school has the right to expect parents to support us in managing behaviour.

We encourage all children to take increasing responsibility for their behaviour as they grow up. It provides them with a consistent, proportionate and fairly applied approach to behaviour management.

What do we want at Wilberforce Primary?

We are working to create an environment where:

- We are calm, orderly, welcoming and safe.
- Good teaching and learning take place without disruption.
- Everyone is treated with respect and courtesy.
- Children have a positive enthusiasm for school life and take a growing responsibility for their own learning and behaviour.
- Children understand right and wrong and make sensible choices for their behaviour.
- We promote equality so that everyone feels valued.
- Children and adults have respect for each other's feelings, rights, culture, faith and background.
- Children wear their uniform with pride.
- We value honesty and integrity and expect this of everyone.
- Everyone looks after school property and each other.
- We can work and play safely together.
- Children take their good behaviour into our community.

There is nothing more important to us than pupil learning – there are no excuses or barriers to learning.

Pupils learn best in a safe secure environment, free from disruption.

We believe in early intervention: being pro-active rather than reactive. We believe that praise is the most powerful form of influencing children's behaviour.

We aim for all our pupils to leave us as mature young people, able to act and interact in all social settings in an excellent manner that reflects their core values of integrity and respect. We believe that they will be intrinsically motivated to do the right thing.



All children have the entitlement to learn in an environment that is free from disruption. Clear boundaries that are consistently enforced alongside a culture of high expectations and excellent role modelling help in ensuring that all children understand the behaviours that are expected of them and most importantly why these behaviours will help them to be successful in their learning.

We have a responsibility to ensure that all children develop the ability to regulate their own behaviour. The over explanation of decision making, and expectations plays an important part in helping pupils understanding of why certain behaviours are expected and in turn help them to make positive decisions around their own conduct as we prepare them for life and learning.

Instilling and developing characteristics and values that will allow pupils to be successful learners and result in them leading a rewarding and fulfilling life, is very simply, the purpose of our behaviour systems.

Statutory Framework and other guidance

The Behaviour Policy is written in line with the following areas of legislation and guidance:

- Education Act 2002
- Education and Inspection Act 2006
- Equality Act 2010
- Education Act 2011
- Behaviour and Discipline in Schools – DfE Guidance 2012, 2013

Policy Implementation: Roles and Responsibilities

Pupils	Expected to take responsibility for their own behaviour, and follow the School Behaviour expectations at all times.
Parents	Work in partnership with the School to maintain excellent standards of behaviour and inform the School about any changes at home that could impact learning or behaviour in School.
All staff	Responsible for ensuring the policy is implemented in a fair and consistent manner. Act as role models in every interaction.
Member of SLT responsible for Behaviour	Responsible for training staff (including volunteers) in the implementation of the policy. Quality assuring the application of the policy in all areas of the School. Tracking and monitoring rewards and consequences systems, and devising and implementing strategies to improve behaviour where required.



Headteacher	Responsible for the implementation and day-to-day management of the policy and procedures Reports records of serious incidents to LGB on a termly basis
Local Governing Body	Responsible for ensuring the Behaviour for Learning policy is in place, meets all statutory requirements, and is clearly communicated to all stakeholders. Governors will support the School with ensuring excellent standards of behaviour through the Governor Behaviour Panel

Behaviour expectations

- Do your best
- Show respect
- Behave in a safe way
- Be in the right place at the right time
- Handle emotions appropriately
- Communicate in a friendly way
- Cooperate with others



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Graduated Approach

Stages		Response
Stage 1 <ul style="list-style-type: none"> Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children Inappropriate language (not aimed at children) Not listening Not keeping hands and feet to themselves 	1 st Verbal warning	Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind” At our Academy we...”
Stage 2 Continued..... <ul style="list-style-type: none"> Out of seat/calling out/ interrupting teacher during whole class/ loud noises/ interrupting other children Inappropriate language (not aimed at others) Not listening Not keeping hands and feet to themselves 	2 nd Verbal Warning Name moved from class photo Pupil make positive choices move to class photo	Child asked to move their name to ‘I am thinking about my behaviour’. Child can move back to class photo if correct choices are made Low key response Positive Choices Praise those making correct choices Rule reminder/ quiet reminder Support children to make the right choice Remind” At our Academy we...” If behaviour continues- child is reminded of rule/ explained and spends 5 minutes with Class Teacher to break.
Stage 3 Level one behaviour <ul style="list-style-type: none"> Inappropriate language aimed at others Beginning to challenge authority/ minor level. Treating classroom without respect 	Time taken back from closest Playtime/Lunch Incident logged on CPOMS	Rule reminder “ At our Academy we..., by continuing to.. you are choosing to lose minutes from your playtime and spend 10 minutes with phase leader at lunch time. Discuss with parent at the end of the day, if needed.
Stage 3 Level two behaviour <ul style="list-style-type: none"> Continued disruption to class and other despite Level 1 or Level 2 Obstructive behavior in refusing to participate/refusing to work 	Time taken back from closest Playtime/Lunch Incident logged on CPOMS	Rule reminder “ At our Academy we..., by continuing to.. you are choosing your playtime and spend 15 minutes with Headteacher. Praise those making correct choices Support children to make the right choice Discuss with parent at the end of the day.



Stage 3 Level three behaviour <ul style="list-style-type: none"> • Serious and deliberate • Rudeness to adults 	Immediate move to red	Rule reminder “ At our Academy we..., by continuing to.. you are choosing to be...”
<ul style="list-style-type: none"> • Leaving room without permission • Continues refusal to complete set tasks after having level 2 consequence • Upsetting and name calling to other pupils • Highly disruptive behavior • Throwing objects across the room 	Incident logged on CPOMS Consequence given	Consequences could include: Full play/lunch lost Work being sent home Internal exclusion for next lesson including play/lunch Praise those making correct choices Phone call home made by class teacher/ Phase Leader
Stage 3 Level four behaviour <ul style="list-style-type: none"> • Persistent offensive/ abusive language • Throwing objects to hurt • Break/destroying class equipment • Physically hurting others • Damaging property • Racist/Religious/ homophobic incident 	Sent to Senior Leader/ Behaviour Lead Behaviour Lead in lesson time, SLT lunch time Incident logged on CPOMS	If this is consistently happening behaviour plan issued for child. Consequences: Internal Exclusion Fixed Term Exclusion Senior leader to make phone call home

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained. At the end of each day, the class celebrate examples of following the school expectations and helpfulness that have taken place that day. These celebrations and recognition adapted to ensure inclusion of all pupils additional needs.

Parental Involvement

Continual and positive contact with parents is implicit to the successful implementation of this policy. Contact should emphasize positives to build effective relationships and connections. In cases where detailed and regular communication is required then the class teacher will ensure that the behaviour of the pupil in question will be carefully monitored in order that accurate and objective information can be conveyed to parents.

Detentions

Where detentions are used parents will be informed as soon as possible however parental permission is not required.

Staff in making a decision to issue a detention will consider:

- the welfare of the child
- whether the child has caring responsibilities



- travel arrangements home for parent and child

The permitted times for detentions are:

- any school day when the pupil does not have permission to be absent
- weekends but not those at the beginning and end of half term holidays
- teacher training days.

A member of the SLT will confirm agreement to any detentions outside school hours.

Lunch-time detention will allow a reasonable time for the child to eat, drink and use the toilet.

The Behaviour policy beyond the school gate

The behaviour policy can extend to activities outside the school day and off the school premises when the 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.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Bullying will not be tolerated at the Academy

Parents should refer to the schools' Anti-bully policy for detail on procedures to follow if you are concerned that your child may be involved in bullying activities.

Use of reasonable force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- causing personal injury to, or damage to the property of, any person (including the pupil himself);
or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or amongst its pupils, whether during a teaching session or otherwise.

What Does it Mean to use Physical Intervention on a Child?

Physical intervention is the positive application of force with the intention of protecting the child from harming herself/himself or others or seriously damaging property. The proper use of physical intervention requires skill and judgement, as well as knowledge of non-harmful methods of intervening.

Why Use Physical Intervention?



Physical intervention should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. Physical intervention skilfully applied may be eased by degrees as the child calms down in response to the physical contact. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

Prohibited items and searches

It is extremely rare, but it may also be necessary to undertake a search of a pupil's possessions to check for prohibited items

Schools have the statutory power to undertake a search of a pupil or their possessions if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Schools Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#).

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search will where possible will be the same sex as the pupil being searched.

The exception to this rule where a search can be carried out on a pupil of the opposite sex and / or without a witness will only occur where the Headteacher or member of the leadership[team reasonably believes that these is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions will be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation.

Any such searches will be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in school and Pupils may be searched for them without their consent and without the consent of their parents:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- mobile phones



- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Physical resistance by a pupil to a search for those latter items can itself be subject to behavioural consequences.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the Pupil has the prohibited item in his/her possession. Only staff members authorised by the Headteacher may carry out searches without consent.

School staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to school discipline. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

Searches with consent

The school may search Pupils with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

It is a condition of having a locker in school that the Pupil gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from Pupils under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or retention of articles confiscated from Pupils

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs



The school operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The school policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The school should make this broad definition clear.

Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The consequence is likely to include permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice as necessary.

Confiscation of drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education.

Similarly, any drugs-related paraphernalia will be disposed of in a prudent manner.

Use of social media

This applies to all forms of social media for both school purposes and personal use that may affect the school, pupils or staff in any way.

Examples of prohibited use,

- damage to the school or its reputation, even indirectly
- use that may defame school staff or any third party
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- false or misleading statements
- use that impersonates staff, other pupils or third parties
- expressing opinions on the school's behalf
- using school logos or trademarks.

All incidents of prohibited use or misuse of social media should be reported to the classteacher or a member of the school leadership team report misuse of social media.

In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school will be in place.

Exclusions: explanatory notes

Also refer to the schools Exclusions Policy.

Legislation and Guidance

Note that in applying this policy, the school will adhere to current legislation, including the Equality Act 2010. Acknowledge that the school is obliged to have regard to the DfE guidance on exclusions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils



by **unfairly increasing their risk of exclusion**. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The head teacher and governing body will comply with their statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEND Code of Practice.

The exclusion policy relates to behaviour not only in school but also to behaviour out of school: for example travelling to and from school; on school trips; etc

Types of Exclusion

Fixed Term Exclusion

A fixed-term exclusion may apply; for a single occurrence of serious misconduct or for persistent misbehaviour. Lunchtime exclusion is equivalent to a half day exclusion.

If there is repeated use of fixed-term exclusion for children with an EHCP the school will ensure the SENCO is involved as part of a behaviour intervention and planning process to elicit different approaches to improving the child's behaviour. This may involve advice from colleagues / specialists such as an educational psychologist, speech and language therapist, literacy specialist etc.

Permanent exclusion

Permanent exclusion will normally be used as a last resort in response to serious or persistent breaches of the school's behaviour policy. It may, however, be an appropriate sanction for a single incident of extreme misconduct.

The Investigation

Any investigation will be conducted in accordance with DfE guidance so as to be fair.

Each case will be judged on the facts and the context taking into account:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The pupils previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment);
- Support provided;
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

Headteacher's Decision

The decision to exclude will be made by the Headteacher after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Notification



Once a decision to exclude has been made, parents will be contacted at the earliest possible opportunity, by telephone if possible. The exclusion will be confirmed (without delay) by a letter signed by the Headteacher or designated teacher in charge.

Role of the Local Governing Body

Role and responsibilities of the Governing Body in the exclusion process including:

- the duty to consider the representations of the parents and how
- that the Governing Body can either uphold the exclusion or direct reinstatement (and if the latter is not practical still consider if the decision to exclude was justified)
- that the decision of the Governing Body will be given in writing and without delay and will give the reasons for the decision.

Following any detention or fixed term exclusion, pupils who exhibit challenging behaviour will be routinely placed on behaviour report for an extended period of time up to half a term. This allows parents and teachers to share information about improved behaviours in class.

Parents of children who repeatedly break the school rules and therefore place themselves at risk of exclusion, will be asked to attend a strategy meeting with the Headteacher in order to create bespoke behaviour management plan. The meeting will usually include the pupil, the parents/ carers, the class teacher and a member of the senior management team.

Individualised behaviour strategies will then be put into place to support the child. Children who are dangerous and need to be safely managed may be given a Positive Handling Plan (PHP) and/or an Individual Behaviour Plan (IBP) which is reviewed regularly. All members of staff dealing with the child are made aware of these strategies.

A referral may be made by school to TBAP (Tri-borough alternative provision) to request additional support for any child at risk of exclusion. Further support with parenting strategies may also be requested from social care if necessary.

We make good and effective use of the community police force to support safe behaviour choices in and beyond school. Community Police officers may join with teaching and learning, help with assemblies and school events as invited. Referrals are also made to social care, PREVENT and youth offending services as necessary, for the protection of children.

Criminal, severe, dangerous or offensive behaviour will result in serious consequences which could include the consideration of a managed move or permanent exclusion from this school. This is defined as: all forms of proven bullying, cyber bullying, hate crimes, racism, sexism, homophobia, vandalism, substance abuse, sexual activity theft and damage to the school.

We will not hesitate to report to the police any criminal behaviour deemed reportable.

Children are never punished for the actions of their parents.

