

Behaviour policy and Governors' Statement of behaviour principles

WINSLOW CHURCH OF ENGLAND SCHOOL



Approved by:	Governors	Date: September 2022
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Behaviour and Discipline Policy

At Winslow Church of England School, our vision is 'Let Your Light Shine'. Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to 'Let Their Light Shine' in a loving and inclusive community.

Rationale:

"Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils." (DfE 2014)

As a Church of England School, we instil Christian principles within our pupils; promoting strong values of mutual respect, forgiveness, kindness and love.

Our Core Christian Values have been developed in consultation with the student voice, staff and parents. They have recently been refined (by our School Council) and are displayed throughout the school; they form the basis of how all stakeholders conduct themselves during the working day. We believe in positive reinforcement and praise. We believe that happy children learn well. We believe that all children are entitled to reach their potential in a safe, caring and happy environment. We believe that clear boundaries and sanctions enable children to thrive. We recognise that changes in behaviour can be an indicator, reflecting unhappy circumstances.

De-escalation strategies employed in Winslow CE School are as a result of Step-On training. Steps is not an acronym but was drawn from Norfolk Children's Services inclusion statement:

*'The process of taking necessary **steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life.'* See Appendix 4 for a summary.

Aims:

- Everyone should feel safe at all times.
- Everyone should display the highest standards of behaviour at all times.
- Consistent application and expectations of our school rules, rewards and sanctions.
- All members of the school community should be free from discrimination, harassment and bullying of any description (as laid down in the Equality Act, 2010).
- Promote positive reinforcement.
- Model excellent learning behaviours.

Rewards:

- *'House Points* are awarded to children who demonstrate any of the school values, as well as for excellent academic achievement.
- A Head Teacher Award recognises outstanding progress, achievement or demonstration of the school values.
- Children who demonstrate exceptional behaviour may be nominated for Child of the Week certificates, given in a celebration assembly every Monday morning. Their names will be displayed in the hall.
- Instant recognition of excellent demonstration of the school values or academic achievement may be rewarded with a 'Golden Postcard' shared with parents. Photos of children's work can be shared with parents instantly via Class Dojo messaging.

Consequences and Sanctions:

- Adults can discipline pupils whose conduct falls below our expected standard.
- Adults may discipline pupils for misbehaviour when the pupil is taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or is in some other way identifiable as a pupil at the school.
- Even if these conditions do not apply, pupils may be disciplined if their behaviour:
 - Could have repercussions for the orderly running of the school,
 - Poses a threat to another pupil, member of staff or member of the public, or
 - Could adversely affect the reputation of the school.

The head teacher may also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. Golden Lives may be lost as a result of disrupting learning or not following the expectations of the school values. Loss of Golden Lives may be reported to parents and appropriate consequences put in place: see Appendix 2.

For some children a special behaviour plan (Positive Intervention Plan) is drawn up with specific individual targets. NB: Teachers must take into account the child's emotional wellbeing when dealing with challenging behaviour and engage parents in dialogue at the earliest opportunity, as a decline in behaviour often reflects a cry for help. This PIP, and its rewards and sanctions, overrides the school behaviour policy.

Reflection and Restorative Justice:

The children will be given the opportunity to reflect on their behaviour and choices made during a break or lunchtime (time spent next to adult on duty) and will be encouraged to apologise and think of a way forward. Interventions, such as social stories, may be used to provide an educational consequence. Incidents are recorded on CPOMS and analysed termly.

Reasonable Force (see separate policy):

"Members of staff have the power 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 Head teacher may also use such force as is reasonable given the circumstances when conducting a search without consent 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." (DfE 2014)

- Where reasonable force is required, support will be called from the fully-trained (Step-On) team within school. **Currently, contact will be employed if trained staff are willing; child will be escorted to the Calm Room and parents will be phoned and asked to take their child home.**
- Following an incident where reasonable force is required, the staff involved should document the incident and inform the Head teacher, who will inform the Chair of Governors.
- Any illegal items found, such as pornography, drugs, weapons and knives will be given to the police.
- Items may be confiscated if they are:
 - causing harm
 - dangerous
 - impeding learning
 - against school rules (mobile phones)

Teachers will decide when confiscated items are returned.

Unkind behaviour, child to child:

We support our children to be resilient and in control of their emotions when faced with adversity. To this end, we adopt the DEBUG strategy. The DEBUG System assists children in establishing boundaries, becoming assertive and promoting self-management.

1. **D** – Decide to ignore.
2. **E** - Exit, walk away.
3. **B** – Be friendly, use friendly words.
4. **U** – Use firm talk (no shouting).
5. **G** - Get adult help.

See more at: <http://www.sightwordsgame.com/bullying/debuggig-tools-young-children/#sthash.FcdgVphC.dpuf>

We also use 'THINK' when discussing how we should speak with each other both in and out of school

Sexual Violence and Sexual Harassment

We recognise that sexual violence and sexual harassment could happen at Winslow Church of England School, and we are therefore determined to address any inappropriate behaviour to ensure

everyone is respected and feels safe in our school. We operate a zero-tolerance approach; sexual violence or harassment is never acceptable and will not be tolerated or downplayed.

We recognise that different groups of children may be more vulnerable to abuse than their peers, including SEND pupils, LGBT, CP/CIN or CLA and that sexual harassment may occur online as well as offline, in school or outside school, between children of the same sex or opposite sex.

Our approach to Sexism and Sexual Harassment is part of a broader approach to safeguarding. All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

In order to minimise the risk of any child on child abuse taking place, we:

- Deliver RE/RSE/PSHE to include teaching pupils about how to keep safe and understanding what acceptable behaviour looks like (SCARF Scheme of Work).
- Train pupils as Junior Internet Safety Ambassadors (via Bucks – Alison Watts).
- Use lessons and assemblies to help children understand in an age appropriate way, what abuse is and encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.
- Ensure that pupils know that all members of staff will listen to them if they have concerns and will act upon them.
- Have systems in place for any pupil to be able to voice concerns.
- Develop robust risk assessments if appropriate.

As with all safeguarding concerns, our staff will report a concern on CPOMS and then report directly to the DSL who will deal with the incident in line with DfE Guidance. (This includes seeking additional support from Early Help, Children's Social Care or the police as appropriate). Where there has been any report of sexual violence or sexual harassment, immediate consideration will be given as to how best support and protect both victim and alleged perpetrator (and any other children involved or impacted).

At Winslow Church of England School we recognise that taking disciplinary action whilst still providing appropriate support are not mutually exclusive actions; they can and should take place at the same time if necessary.

Bullying, including cyber-bullying (please refer to Pupils' Anti-Bullying Policy and E Safety Policy).

Teachers should also note any changes in behaviour, including learning habits, as potential indicators of a change in the child's circumstances, for example: bullying or abuse (as set out in our Safeguarding Policy). Once an accusation of bullying has been made, it will be investigated promptly, and fully involving all parties.

Once an allegation of bullying is verified, teachers should:

- Report it to the Headteacher as the Designated Safeguarding Lead.
- If proven to be persistent and severe (causing significant distress and impeding learning), the Headteacher will take over managing the situation and put in place appropriate sanctions, as well as exploring potential indicators behind the perpetrator's behaviour.
- If proven to be in its infancy, the class teacher should speak to the children involved, taking notes and monitor the situation.
- If the situation persists, Deputy headteacher and parental involvement is required.

Protected Characteristics and other groups: Race and faith (including Gypsy, Roma and Traveller), appearance-related, Looked After Children, Young Carers, MHWB, Disability, SEND, Gender, LGBTQ+ or Homophobic Discrimination.

Winslow Church of England School treats everyone fairly and as individuals. Any kind of discrimination will **not** be tolerated (i.e. using someone's cultural heritage, social circumstances or the colour of their skin against them, or homophobic language)

As soon as an incident occurs, it should be reported to a member of the SLT. Each case will be dealt with individually according to our sanctions chart (see Appendix 2).

Extremism:

Extremism can be defined as *“holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”*.

Through our diverse PSHE, Citizenship and Religious Education curriculums, we are proud of our ethos and values, which promote respect for others. We use teaching styles, and provide curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship.

Please refer to Page 8 of the DfE ‘Learning Together to be Safe’ document

http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkml.pdf

Where a family is suspected of extremist behaviour, our school will:

- contact the PREVENT team,
- understand motivations through discussions with families and relevant political or religious leaders,
- promote human rights and legal protection – freedom of speech and due process to raise grievances,
- and ensure personal support is in place for staff and pupils most affected by any incidents.

Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies, including the PREVENT Team,
- educational psychology service support for school leaders in responding to incidents,
- individual pupil case work,
- corporate services for media management,
- and human resources support for staff issues.

Behaviour outside of school (see sanctions):

- The school behaviour policy also applies outside of school where pupils are taking part in any school-organised or school-related activity, travelling to or from school, wearing school uniform or are in some other way identifiable as part of our school.
- Even if these conditions do not apply, pupils may be disciplined if their behaviour:
 - Could have repercussions for the orderly running of the school, or
 - Poses a threat to another pupil, member of staff or member of the public, or
 - Could adversely affect the reputation of the school.

When to involve outside agencies in supporting pupils’ behaviour:

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school’s Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary. An initial conversation with the SENDCo and the Headteacher is necessary at this point.

The role of the Governors (see also Governors Statement of General Principles of Behaviour):

- The Governing Body has the responsibility of setting down the policy for standards of behaviour and discipline and for reviewing its effectiveness. The Governors support the Headteacher in carrying out the policy.
- The Governing Body has the responsibility to ensure that they identify Governors (x 3 in line with the policy) to carry out their statutory responsibilities as members of the Pupil Discipline Committee.
- The Headteacher has the day-to-day authority to implement the school’s Behaviour and Discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of the Headteacher:

- It is the responsibility of the Headteacher to implement the school’s Behaviour and Discipline Policy consistently throughout the school, and to report to governors, when requested on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health,

safety and welfare of the whole school community (staff and pupils).

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

Exclusion Arrangements:

- Exclusion is only used as an ultimate sanction. If the behaviour of any pupil is deemed to seriously infringe aspects of school policy, or if allowing such a pupil to remain in school would be detrimental to the education or welfare of that pupil or others, the Headteacher may make the decision to exclude the pupil concerned.
- Exclusions are the decision and responsibility of the Headteacher only (or a Deputy Headteacher in the Headteacher's absence). The framework for the exclusion of pupils is based on the latest Buckinghamshire County Council, 'Exclusions Guidance'.
- The Headteacher may make the decision to exclude a pupil for a fixed period, in line with the Local Authority Guidance. The Headteacher may also exclude a pupil permanently. (Please refer to Bucks Exclusions Guidance – August 2018).
- The Headteacher who excludes a pupil should make sure the parent is notified immediately, ideally by telephone, and that the telephone call is followed by a letter by the end of the day. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Pupil Discipline Committee of the Governing Body. The school informs the parents how to make such an appeal.
- The Headteacher informs the LA and the Governing Body about any permanent exclusion and about any Fixed Term exclusion.
- The Governing Body itself cannot either exclude a pupil or extend the exclusion period set by the Headteacher.
- The Governing Body has a Pupil Discipline Committee that is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents or Local Authority, and consider whether the pupil should be reinstated. If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The role of staff (including all support staff):

It is the responsibility of all staff to ensure the behaviour policy is followed consistently across the school. Core values must be displayed and promoted in every class.

All staff must treat each child fairly, consistently and promote the high expectations for work and behaviour.

The role of the pupil and the parent:

- Pupils of Winslow Church of England School should demonstrate the highest levels of positive behaviour and recognise when their behaviour is not in line with the school values.
- As a Christian school, we promote forgiveness and respect when dealing with behaviour that falls below our expectations. Our children know what they need to do if they make a mistake and learn from excellent role models.
- The school works collaboratively with parents, so children receive consistent messages about expected standards of behaviour in school. All parents and children are invited to complete a questionnaire about behaviour on an annual basis.
- Children and parents both sign the Behaviour Agreement.
- A copy of the policy is on the school website; paper copies are available.
- The school expects parents to fully support their child's learning and to cooperate with the school, as set out in the agreement regarding the behaviour management system. We endeavour to build a supportive dialogue between the home and the school and we inform parents promptly if we have any concerns about their child's welfare.
- If the school has to use sanctions as set out in the policy, parents are expected to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should arrange to discuss their concerns in an interview with the Headteacher. If this does not resolve the concern, a parent should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Appendix 1: Governors' written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every three years.

Appendix 2: Behaviour Sanctions Grid.

	Example behaviours	Who do you see?	What happens next?	Do we have to phone home?
1 Golden Life	<ul style="list-style-type: none"> • Low level disruption, including poor output due to behaviour, and persistent late/absent homework. 	Class teacher.	<ul style="list-style-type: none"> • Break Time lost (10' next to teacher on the playground). • KS1: 5' of next break lost (next to teacher on the playground). 	No.
2 Golden Lives	<ul style="list-style-type: none"> • Damage to property. • Theft. • Retaliation. • Unkindness. 	Mr Wright, Mrs Thomas or Mrs Epps.	<ul style="list-style-type: none"> • Break Time lost (20' next to teacher on the playground). • KS1: 10' of next break lost (next to teacher on the playground). 	Yes (Class Teacher).
3 Golden Lives (separately, in one day)	<ul style="list-style-type: none"> • Combination of above (3) 	Mrs Thomas or Mrs Epps.	<ul style="list-style-type: none"> • Break + Lunch Thinking Time (next to adult on duty). • 1 x break /lunchtime detention with DHT if recurs over consecutive days. • If behaviour continues, put on report to DHT. • KS1: 15' of next break lost (next to adult on duty). 	Mrs Epps or Mrs Thomas will phone home.
3 Golden Lives (in one go)	<ul style="list-style-type: none"> • Incidents relating to Protected Characteristics (racism, homophobia, child on child etc). • Physical against staff or pupils. • Verbal against staff or pupils (including disrespect, swearing etc). • Defiance and refusal to follow instructions, including running away. • Spitting or biting. 	Mrs Dimbleby.	Up to 3 x break / lunchtime detentions at discretion of HT.	Mrs Dimbleby will phone home / meet parents.

Appendix 3: Step-On De-escalation strategies.

Response Continuum	We will decide whether our responses (what we say and what we do) are 'Unhealthy', 'Lazy', 'Healthy' or 'Brave'.
Behaviour Intervention Plans	An individual behaviour management plan designed to highlight positive, desired behaviours, signs that things aren't going well for our young person, and identify where behaviours could lead to crisis. In each case, there are suggestions as to what we could say and do (healthy and brave). Potential/known triggers are listed.
Behaviour trackers	Short-term, tracking sheets designed to make our young people accountable for their behaviours, as well as identifying temporal or subject triggers.
Roots and fruits	A system designed to identify the negative experiences that lead to negative feelings and on to negative behaviours. These are then used to identify the positive behaviours we wish to see, which will create positive feelings and experiences for our young people.
Positive language	We will use positive language when discussing behaviour issues with our young people. Taking time to think about how we respond, rather than react, and whether the behaviour is conscious or subconscious will help us to choose our language carefully.
Limited choices	By offering limited choice to pupils, we ensure that they respond in a way deemed suitable by us.
Disempowering language	By disempowering pupils' words and actions, we are gaining control of the situation with limited intervention.
De-escalation Scripts	The use of positive scripts for individuals ensures consistency in responses, and predictable outcomes, from adults in school. They allow adults to remain calm and in control, and give vital thinking time.
Protective and educational consequences	Protective consequences will only be employed to prevent harm or damage. They are short-term means to an end. Educational consequences will be used during or after every incident in order to help pupils to learn to behave differently when faced with the same set of circumstances.
De-escalating body language	We will consider our body language and the effect it might have on the young people with whom we are involved.
Justified, reasonable, proportionate, necessary	Any physical intervention employed MUST be justified, reasonable, proportionate and necessary. We have a duty of care to keep all members of our school community safe. When considering the use of physical intervention or restrictive physical intervention, there are four components that are judged as wrong: negative impact on the process of breathing, pain as a direct result of the technique, a sense of violation, the use of a technique as a punishment.