

Woodland Primary School



Positive Behaviour Policy

This policy was approved by the Local Governing Body on 13th November 2023

Evidence of intentions and practice - for the information of
staff, governors, parents, LA, OFSTED and DfE

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1 Introduction

- 1.1 Woodland Primary School's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline lead to effective learning and helps prepare children and young people for life beyond the school gate.
- 1.2 This policy outlines the high behavioural standards the school expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's exclusions and suspensions policy, anti-bullying policy, SEND policy and safeguarding and child protection policy, all of which can be found on the School's website. It will be reviewed annually by the Local Governing Body.

2 Aims and Objectives

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the school community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

- 3.1 This policy applies to all members of the school community. Woodland Primary School uses the online recording system CPOMS to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. We work proactively to foster positive relationships with parents and carers so that we may work together to support behaviour in a timely manner. Contact with parents, and where appropriate external agencies/professionals, regarding behaviour is recorded on CPOMS. The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

- 3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:
- 3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
 - 3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

4 Roles and Responsibilities

All members of the school community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the school community are set out in detail below.

4.1 Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact'.

4.2 The Chief Executive Officer

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Head Teacher

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular

protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by explicit teaching and frequent revisiting of routines and behaviour expectations, assemblies, as part of PHSE, discussed as part of pupil induction to the school etc.];
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions within the pupil's chronology on CPOMs;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with pupils, parents and carers and wider professionals;

- 'green behaviour' cards;
- additional emotional wellbeing support;
- engaging with local partners and agencies to address specific challenges;
- consideration of whether further professional referral is required eg. Early Help Steps to Success outreach support, intervention placement in a Pupil Referral Unit;
- designing an Individual Education Plan (IEP) with set SEMH targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours

without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. We celebrate positive behaviour with a range of rewards.

5.1 Individual Level

We praise and reward individual children in a variety of ways including:

- Teachers use verbal praise to congratulate children. The value of verbal praise should not be underestimated. We use praise to encourage positive self-esteem, reinforce simple rule following and give emphasis to the “wanted” behaviours rather than to the “unwanted”.
- Children are sent to the Headteacher, EWB team or any other adult in the school for recognition of praise.
- Contact is made with parents in person either at the beginning or end of the school day.
- ‘Headteacher Award’, ‘Good to be Green’, and ‘Lunchtime Awards’ certificates are presented at our weekly celebration assembly.
- Children win ‘Dojo points’ which are awarded frequently throughout the day and completed Dojo charts are traded for small incentive rewards such as special pencils.
- Children may be given special responsibilities.
- We recognise that children have individual needs and where appropriate additional rewards and motivators can be used to meet their needs.

5.2 Class Level

- All classes have a twenty piece “jigsaw” sheet on display with each piece of the jigsaw being coloured in at the rate of one/two per day.
- Pieces are coloured in to recognise good class behaviour and attitude, good attendance, appropriate movement around school, good conduct in assemblies, etc.
- Each completed sheet leads to a special class reward agreed with the children. These can be additional activities, e.g. extra computer time, extra PE, additional playtime, Art/Craft activities, etc.

6 Sanctions

- 6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include planned ignoring, take up time, distraction or light humour. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.
- 6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:
- verbal and visual reminders of expected 'green' behaviour;
 - internal 'time out' in partner class;
 - internal 'seclusion' with the Behaviour Support, Headteacher or member of SLT– the parents will always be informed whenever a child has had a 'seclusion';
 - requiring a written apology;
 - missing part of a break time;
 - loss of privileges – for instance the loss of a responsibility or organised treat;
 - regular reporting including being placed on a "green behaviour" card for behaviour monitoring;
 - internal suspension for half a day with the Headteacher or Deputy Headteacher - the parents will always be informed whenever a child faces an internal suspension;
 - suspension or permanent exclusion.
 - education off-site for a designated period;
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead or a member of the emotional wellbeing team making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary.
- 6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also 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, staff will follow the

school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;

- possession of items prohibited under the school rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. The length of time out of class will be tailored to the needs of the pupil, proportionate to the reason they were removed, and plans will always be put in place for successful and restorative reintegration, back into the classroom. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom for more than a short period and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Lunchtime detentions can be issued by any member of teaching staff. During a lunchtime detention, staff will ensure that sufficient time is given for the pupil to eat, drink and use the toilet.

6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the

same behaviour who does not have that disability. The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

- 7.3 An Individual Behaviour Plan will be used for children who display ongoing challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's [special educational needs policy/ SEN Information Report] for more information.
- 7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
 - adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
 - adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
 - training for staff in understanding conditions such as autism, ADHD, ACEs and ODD.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 The school uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the school's CCTV policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes or bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or there is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.
- 9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.
- 9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:
- knives or weapons;
 - alcohol;
 - illegal drugs;
 - stolen items;
 - e-cigarettes, tobacco and cigarette papers;
 - fireworks;
 - pornographic images; or

- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

- 9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- 9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).
- 9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.
- 9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:
- the date, time and location of the search;
 - which pupil was searched;
 - who conducted the search and any other adults or pupils present;
 - what was being searched for;
 - the reason for searching;
 - what items, if any, were found; and
 - what follow-up action was taken as a consequence of the search.
- 9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must

never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these

10 Use of reasonable force

- 10.1 The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any personal risk assessments reviewed and parents will be informed as a matter of course. The school has a separate physical intervention policy which should be read in conjunction with this policy.

11 Bullying

- 11.1 The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 The school wants to make sure that all pupils feel safe in the school and are accepted into the school community. The school's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The school practices a preventative strategy to reduce the chances of bullying, and the school's anti-bullying strategy is instilled in the school's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.
- 11.4 If an allegation of bullying does come up, the school will:
 - take it seriously;
 - investigate as quickly as possible to establish the facts;

- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The school believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the school community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the school's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex

Rights and Responsibilities of Pupils at Woodland Primary School

Rights of pupils at Woodland Primary School	Responsibilities of pupils at Woodland Primary School
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for academy equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

Expected conduct for pupils at Woodland Primary School

Attend school regularly and on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).
Bring appropriate equipment such as: homework, reading record, reading book, water bottle and suitable footwear for PE
Keep your appearance smart and tidy, and wear Woodland Primary School uniform
Follow the staff instructions on routine's, behaviour and expectations around school.
Do not use rude, or unkind words.
Do not bully or intentionally harm other pupils or staff.
Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.
Complete schoolwork and homework on time and to the very best of your ability.
Take care of our school environment and property.
Do not bring dangerous or inappropriate items into the school.

School Rules

At Woodland Primary School, we have three simple rules which encompass the positive behaviours we expect to see our pupils displaying at all times, known as 'green behaviours'.

1. Do your best.
2. Do the right thing at the right time.
3. Say the right thing in the right way.

School Routines and Procedures

A **traffic light** system will be used across the school to encourage all pupils to demonstrate positive '**green**' behaviours. Each class is also responsible for devising their own set of **age-appropriate expectations** as to what constitutes "**green behaviour**" linked to our core values: 'What does green behaviour look like?' These are then displayed in classrooms taught explicitly and frequently and referred to consistently.

Having good routines are a crucial part of effective classroom management. Children need to know what the routines are for all parts of the school day, e.g. entering the classroom in the morning, moving around the school (including going to the hall for assembly/lunch) accessing and caring for equipment and resources, etc. These routines need to be discussed with the children, referred to and practised frequently. In other words, they need to be explicit.

Traffic Light System

Everyone will use the '**traffic light system**' with our sole aim of keeping children in the green – guiding and supporting them to do so. If a child's behaviour begins to waver, then they will be given a positive verbal reminder- '**What should you be doing?**'

If the unwanted behaviour continues, then they are told their **behaviour** is amber at which point it is everyone's job to get them back to exhibiting green behaviour. The teacher may choose to make a discreet note of this to remind themselves be extra vigilant for the child displaying positive behaviours for which they can be praised and let know that their behaviour is classed as 'green' again.

Going into amber is **never** a threat so **don't say**: "if you continue with this you will go into amber." It is always about choice and consequence -'If you make this choice this will happen but if you make that choice that will happen" and be explicit. eg "You need to listen to your teacher to get back into green". Do this quietly. **REMEMBER RIP/PIP – reprimand in private, praise in public.**

The aim is for children's behaviour to never be deemed as amber for longer than 5 minutes at any one time before being praised for displaying some form of green behaviour no matter how small; having a quiet word and reminding them of their choices should help them make the right choices. Adults need to focus all of our efforts on spotting any aspects of 'green' behaviour and supporting children to demonstrate this. **Catch them being good.** It does not matter how many times a child goes backwards and forwards, this does not lead to an escalation of the traffic light system.

Whilst this will work for the vast majority of children, for our hard-to-reach pupils, those with behaviour support plans and behaviour targets on their IEPs, **additional support beyond the child's own classroom** may be required. A child's behaviour will be deemed as 'red' if they are not able to return their behaviour to green **and**

their behaviour is persistently interfering with the learning of others or if they are unsafe to themselves or others. **We will then follow the steps below for ‘time out’ and ‘seclusion’.**

IF BEHAVIOUR IS INTERFERING WITH THE LEARNING OF OTHERS AND THE ABOVE HAS NOT BEEN EFFECTIVE THEN:

- The child is taken to a neighbouring class by your TA, or if not available then send a note to a neighbouring class with a responsible child and someone will be found to either take him/her or cover the class whilst you do so.
- The child must take some form of work with them to complete independently during their period of time out and must not interrupt the learning in the neighbouring class.
- The child remains in the partner class for **‘time out’** for a short period of showing ‘green behaviour’, usually around 10 minutes (age dependent)
- After the child has shown green behaviour in time out in the partner class and prior to their return to class, they will be helped to prepare for a restorative conversation which will take place back in class.
- When the child returns to their own class from time out, he/she may choose to sit away from the other children if they feel this will support them to show green behaviour in class.
- Whenever a child is placed in time out, their own class teacher/cover supervisor must record this on CPOMS
- If the child is disruptive either on the way to the partner class or in the partner class, then he/she is placed in **‘seclusion’** in the behaviour support, headteacher’s or member of SLT’s office; remaining there for the remainder of the lesson. When possible, the classroom TA will need to accompany the child. If support is needed urgently the behaviour support team or Headteacher must be notified.
- The child will sit in silence and complete some form of work during their period of seclusion. After the child has shown green behaviour in seclusion and prior to their return to class, they will be supported and mentored to reflect on their behaviour and engage in the necessary restorative conversation which will take place back in class at the next appropriate moment.
- Whenever a child is placed in seclusion, the behaviour support assistant, headteacher or member of SLT supervising the seclusion must record this on CPOMS and inform the parents at the end of the day.
- When the child returns to their own class from seclusion, he/she may choose to sit away from the other children if they feel this will support them to show green behaviour in class.
- The child must ‘pay back’ the time they have wasted the next day/at the next opportunity by missing part of their next break time, supervised by the class teacher. This will be an opportunity to catch up on work not completed in class time due to poor behaviour choices. This may be at playtime or lunch – time and **must** be supervised by the teacher. Work may also be sent home.
- The adult involved in the initial issue must reflect on the cause of the incident; try to identify the trigger and be part of the solution.

Throughout the whole process we all need to do our utmost to remain cool, calm and collected, to be very “matter of fact”. We need to make it explicit that this is not our choice; it’s due to the behaviour choices the child has made.

Remember: **‘Teachers are here to teach and children are here to learn.’** If pupils interrupt the learning of others, then they cannot remain in the class.

External Referral – it may be appropriate for the child to spend some time with outside agencies such as the Whitehouse Pupil Referral Unit. Referrals must be made through the SENCO or a member of the SLT. Parental consent must be sought. This is considered on an individual basis and may not be appropriate in all circumstances.

Suspension or Exclusion - suspension or permanent exclusion may be imposed in accordance with DfE statutory guidance **Statutory Guidance on Suspensions and Exclusions (July 2022)** to be read alongside

[School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#). This statutory guidance details the legal responsibilities for those who exclude pupils from education. Please refer to our Exclusions Policy.