



Wallisdean Federated Schools

BEHAVIOUR POLICY

(This policy works in conjunction with our Anti-Bullying Policy, SEND Policy and our Safeguarding Policy)

Vision Statement

Through collaborative working this federation will provide a safe, coherent and challenging educational experience that enables all children to realise and reach their full potential. The learning community will encourage children to make positive contributions to the school and wider community by providing challenges, expecting a high standard of behaviour, respect and responsibility from all its stakeholders.

As a federation responsible for children from the ages of three to eleven years we have the opportunity, through collaborative work, to provide consistently high quality teaching and meaningful transitions in a safe and secure environment.

We will work in partnership with other providers to support children, families and the local community by recognising and responding to their individual needs.

Our aim is to support our children through high expectations to develop their skills in all areas of their curriculum so that they are well prepared for senior school and the future fast-pace of the 'world of work'.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2022 (*updated Oct 2022*)
- Searching, screening and confiscation: advice for schools 2022
- Keeping Children Safe in Education
- The Equality Act 2010
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – May 2023
- Use of reasonable force in schools – 2013 (*reviewed 2015*)
- Supporting pupils with medical conditions at school – 2015 (*updated 2017*)

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Behaviour Expectations

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 18 (right to education) Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity.

At Wallisdean Federated Schools, we expect our children to behave well towards other children and to adults, to work well and to carry out their responsibilities to the best of their ability. They are increasingly encouraged to make decisions for themselves and to accept responsibility for, and see the consequences of, their actions.

Children

- We will all show respect and be polite to everyone who works in or visits our school.
- We will respect each other as individuals.
- We will treat others as we would wish to be treated.
- Good behaviour and work is expected and is celebrated.
- Everyone will walk around the school quietly and calmly.
- Everyone in school must respect property belonging to others, including school property and the building.
- We will learn that we can make mistakes and learn from them.
- We will complete our work to the best of our ability.

Staff

- Staff and volunteers set an excellent example to children at all times.
- Children, staff and visitors are free from any form of discrimination.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- Involve families in behaviour incidents to foster good relationships between the school and children's home life.

Each class prepares (through discussion) and agrees class rules that are displayed as the class charter. These rules establish what is required for a happy, secure yet thriving and rigorous learning environment. They must be positive statements written in 'child speak' based on The United Nations Convention on the Rights of the Child and Learning Power Words.

Across our Federation we develop children's skills in key areas, using The Six Strands approach. These focus on our learning power words Resilient, Responsible, Confident, Respectful, Independent and Resourceful.

The 6 Strands and Learning Power Words (LPW) underpin the behaviour system across the Federation. In the Infant and Junior schools, each week there will be a focus on a different LPW, with an assembly to start the week. A class badge will be presented daily, linked to the current word and the child's name will go onto the class display board. Junior School classes are able to earn up to 10 Rocket Stars per week linked to the LPW, which will link to the school's Rocket Challenge and Infant School classes are able to earn up to 17 Power Stars a week towards the school's Power Star Challenge.

This is an assertive discipline approach where positive behaviour is rewarded and celebrated and there are clear consequences for unacceptable behaviour including low-level disruption.

This begins with a whole school focus, reinforced through work in class and with individual pupils. The rewards and consequences progress appropriately.

Roles and Responsibilities

The governing body

The governing body is responsible for:

- Writing and reviewing the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Executive Head Teacher
- Monitoring the policy's effectiveness
- Holding the Executive Head Teacher to account for its implementation

Executive Head Teacher

The Executive Head Teacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the schools' statement of behaviour principles.
- Approving this policy
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of pupils.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- Offering appropriate training in behaviour management, the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations

- Dealing with behaviour incidents, when appropriate, with an attachment and trauma approach

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Children

Children will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Children will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for children who are mid-year arrivals.

Support Groups

A child experiencing difficulties in managing their behaviour may be referred for 1:1 or group support for a limited period to help them develop their skills.

Individual Behaviour Management Plan

If a child's behaviour causes significant concern eg is disrupting the life of the school on a daily basis, the child will have an Individual Behaviour Management Plan (IBMP). This plan, written by the Inclusion Leader and Class Teacher or Pre-School Manager and Practitioner, identifies key behaviour targets based on The Six Strands and support strategies for the child.

Procedures for managing a child being disruptive

We aim to:

- Get to know the child as well as possible
- Encourage, reward and praise good choices.
- Avoid confrontation and deploy a wide range of de-escalation strategies.
- Offer consequences that can be and are carried out.
- Keep calm.
- Avoid physical intervention unless unavoidable or as a part of a child's plan ie when a child is in danger of hurting self or others (see HCC Restrictive Physical Intervention in Schools Policy).
- Involve the child by tapping into fields of interest.
- Focus on the act not the person.
- Resolve all playground problems appropriately.
- Ensure that there is a system of rewards and sanctions, which is implemented consistently.
- Keep dated notes as appropriate (class teacher/practitioner).

Our schools have the authority to:

- Screen and search pupils for inappropriate or banned items (eg mobile phones or smart watches).
- Use reasonable force or make other physical contact.
- Discipline beyond the school gate.
- Provide pastoral care for school staff accused of misconduct.
- Instigate a multi-agency assessment for pupils who display continuous disruptive behaviour.
- Adjust routines and sanctions to suit the needs of pupils with SEND or additional needs.
- Suspend or exclude where appropriate.

Behaviour Support Team

The Inclusion Leader, Executive Head Teacher, Deputy Head Teacher or Assistant Head Teacher may make a referral to the Primary Behaviour Support Service if the school needs further advice/support when managing a child with behavioural difficulties. This may result in a personalised behaviour approach linked to the school's behaviour system.

The Pre-School Manager may make a referral to the INCO service.

Exclusion/Suspension

If a child is deliberately violent to a member of staff or another child, damages property or is consistently defiant or disruptive the Executive Head Teacher may exclude. This is in order to maintain the safety of the child or others and the ordered atmosphere of the school community.

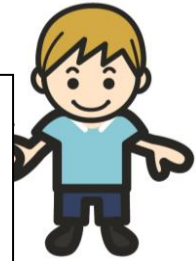
Wallisdean Pre-School Rules

All members of the school community have agreed the following rules.



OUR THREE GOLDEN RULES

- 1) *Be kind*
- 2) *Think first*
- 3) *Be polite*



Rewards

Whenever possible, good behaviour and hard work are promoted by positive reinforcement in the form of rewards. We take special care to recognise and reward members of our pre-school who are always well behaved and hard working. We ensure there is praise for everyone.

Individual rewards include:

- verbal praise
- stickers
- certificates
- Silver Time
- Star of the Day

When things go wrong

Although the Pre-School Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply.

All names start each day on the happy face.

Individual in Pre-School

- verbal warning
- second warning with visual reminder - name on the warning triangle
- child moves name onto the sad face and loses 3 minutes of Silver Time
- child loses an additional 3 minutes of Silver Time
- time out from rest of the group (3 minutes)









Parents are informed whenever children lose Silver Time.

Serious incidents will be investigated by talking to children individually to establish what has happened. Pre-School Manager will decide on appropriate consequences, which could include: external exclusion, lunchtime exclusion, parent/carer being called to Pre-School to support their child, ELSA 1:1 or group work.

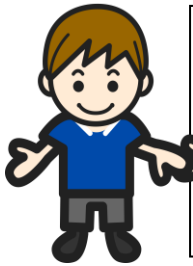
Pre-School Consequences

All names start the day on the happy face.

- **First** warning 
- **Second** warning your name will move on to the warning triangle 
- **Third** warning your name moves on to the sad face  and you will lose 3 minutes of **Silver Time**. 
- **Fourth** warning you will lose an additional 3 minutes of **Silver Time**. 
- **Fifth** warning you will have time out from rest of the group (3 minutes) 
Your parents are informed whenever you lose Silver Time.

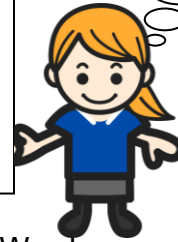
Wallisdean Infant School Rules

All members of the school community have agreed the following three Golden Rules:



OUR THREE GOLDEN RULES

- 1) *Be kind*
- 2) *Think first*
- 3) *Be polite*



Wallisdean is a thoughtful school.

The school rules link to following the 6 Strands and Learning Power Words.

Rewards

Whenever possible, good behaviour and hard work are promoted by positive reinforcement in the form of rewards. We take special care to recognise and reward members of our school who are always well behaved and hard working. We ensure there is praise for everyone.

Individual rewards include:

- verbal and written praise
- stickers
- certificates
- celebration assembly
- Entry in the Gold Book
- Star of the Week
- Golden Time
- Silver Time (*usually for Year R, Autumn Term only or individual plans*)
- Learning Power Word badge

We are encouraged to work together and teams are rewarded through our Power Challenge.

When things go wrong

Although the School Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply.

All names start each day on the happy face.



Individual in class

- verbal warning
- second warning with visual reminder - name on the warning triangle
- child moves name on the sad face and loses 5 minutes of Golden Time
- child loses an additional 5 minutes of Golden Time
- time out from rest of the class (5 minutes)
- time out in another class for the rest of the session
- sent to Executive Head Teacher/ Deputy Head Teacher
- parents may be informed and learning time paid back



Serious incidents will be investigated by talking to children individually to establish what has happened. Senior teachers will decide on appropriate consequences, which could include: paying back missed learning time during breaktime, lunchtime or after school, internal exclusion, external exclusion, lunchtime exclusion, parent/carer being called to school to sit with child to complete learning, ELSA 1:1 or group work.

Wallisdean Junior School Rules

The school rules link to following the 6 Strands and Learning Power Words.

Whenever possible, good behaviour and hard work are promoted by positive reinforcement in the form of rewards. We take special care to recognise and reward members of our school who are always well behaved and hard working. We ensure there is praise for everyone.

Rewards

Individual

- verbal and written praise
- Golden Time
- ticks and house points
- stickers
- certificates
- class cup
- daily class badge
- Verbal message or phone call home

We encourage children to work together and team rewards include:

- half-termly House Team reward
- 500 Star Challenge

When things go wrong

Although the School Behaviour Policy is based upon a positive recognition of good behaviour, it is recognised that effective sanctions need to be available for those pupils who do not comply. Uptake time and de-escalation strategies will be used, as appropriate to the child.

Individuals in class

- talk
- warning – name on sad side of board
- tick – miss 5 minutes of Golden Time
- second tick – move to a different table in the classroom
- third tick – move to a different class for the rest of the session
- taken to a senior teacher
- missed learning time paid back during break, lunchtime or after school

Serious incidents will be investigated by talking to children individually to establish what has happened. Senior teachers will decide on appropriate consequences, which could include: paying back missed learning time during break-time, lunchtime or after school, internal exclusion, external exclusion, lunchtime exclusion, being escorted by a parent/carer to/from school, parent/carer being called to school to sit with child to complete learning, restorative work, ELSA 1:1 or group work.







Parents/carers will be informed of after school payback time by telephone.

At playtime and lunchtime in the Infant School and Junior School **Play and Lunchtime Consequences**

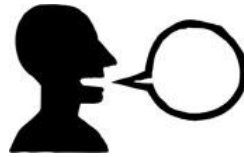
1. talk
2. warning
3. spend 5 minutes with adult
4. spend rest of play/lunchtime with adult
5. taken to teacher
6. miss 1+ playtime or lunchtime

Infant Classroom Consequences

All names start the day on the happy face.

- **First** warning 
- **Second** warning your name will move on to the warning triangle 
- **Third** warning your name moves on to the sad face  and you will lose 5 minutes of **Golden Time**. 
- **Fourth** warning you will lose an additional 5 minutes of **Golden Time** 
- **Fifth** warning you will have time out from rest of the class (5 minutes) 
- **Sixth** warning you will have time out in another class for the rest of the session
- **Seventh** warning you will be sent to the Executive Head Teacher/ Deputy Head
- **Eighth** warning your parents/carers will be told and you will pay back lost learning time.

Wallisdean Infant School **Play and Lunchtime** Consequences



talk



warning



spend 5 minutes with an adult and move to sad face



spend **rest of play or lunchtime** with an adult



taken to teacher



miss next play or lunchtime

Wallisdean **Infant** School Behaviour Consequence Chart

Behaviour	Example	Consequence
Showing the Learning Power Words	Being resilient, resourceful, responsible, independent, respectful and confident	Positive praise, certificates, stickers, Star of the Week, Power Word badge
Provoker	Encouraging others to make wrong choices	Warning system
Not doing as I am asked the first time	Not following instructions, making the wrong choices	Warning system
Not using kind words	Telling lies, name-calling, rudeness	Warning system
Not trying my best	Not putting my best effort into learning	Missed learning time paid back at breaktime, lunchtime or after school.
Avoiding work	Avoiding work, leaving the classroom	Timer put on. Missed learning time paid back at breaktime, lunchtime or after school. After 15 minutes of non-compliance, parent/carer will be informed.
Not respecting property	Ripping up work, damaging property	10 minutes lost from Golden Time. Further action may be considered.
Not using appropriate words	Swearing	10 minutes lost from Golden Time. Further action may be considered.
Hurting others: provoked	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting	Breaktime/lunchtime missed and 10 minutes of Golden Time. Further action considered.
Hurting others: unprovoked Extreme behaviour	Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, dangerous or extreme behaviour	Senior Teacher involved, further action including internal/external exclusion considered.

Junior School Classroom Consequences

1. talk
2. warning – name on sad side of board
3. tick – miss 5 minutes of Golden Time
4. second tick – move to a different table in the classroom
5. third tick – move to a different class for the rest of the session
6. taken to a senior teacher

Uptake time and de-escalation strategies will be used, as appropriate to the child.

Missed learning time paid back at break-time, lunchtime or after school. Parent/Carer will be telephoned for after school pay-back time.

If a child **leaves the classroom**, the timer will go on. If the child has not returned and is still non-compliant after 15 minutes, the Parent/Carer will be called in to school.

If a child is **moved to another class**, the Class Teacher and not the child will decide on the appropriate class. The child will be accompanied to next class. Where this is not possible/appropriate, the receiving class will be phoned, the child will have a given time to arrive and any time after this will be pay-back time after school. If a child refuses to comply, timer will be started and this will be taken as 'pay-back time' after school.

After school 'pay-back time' – inform office as early as possible, so that Parent/Carer can be informed.

Play and Lunchtime Consequences

1. talk
2. warning
3. spend 5 minutes with adult
4. spend rest of play/lunchtime with adult
5. taken to teacher/red card sent to staffroom
6. miss 1+ playtime or lunchtime

Junior School Classroom Consequences



talk



warning



miss 5 minutes of
golden time



pay back
learning time
at break or
lunch



move



move to
another class

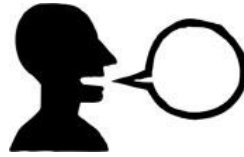


taken to
senior teacher



pay back
learning time
after school

Wallisdean Junior School **Play and Lunchtime** Consequences



talk



warning



spend **5** minutes with
an adult



spend **rest of play or
lunchtime** with an adult



taken to teacher



miss next play or
lunchtime

Wallisdean Junior School Behaviour Consequence Chart

Behaviour	Example	Consequence
Showing the Learning Power Words	<i>Being resilient, resourceful, responsible, independent, respectful and confident</i>	Positive praise, house points, certificates, stickers, class cup, star of the week, Learning Power badge
Provoker	<i>Encouraging others to make wrong choices</i>	Warning tick system
Not doing as I am asked the first time	<i>Not following instructions, making the wrong choices</i>	Warning tick system
Not using kind words	<i>Telling lies, name-calling, rudeness</i>	Warning tick system
Not trying my best	<i>Not putting my best effort into learning</i>	Missed learning time paid back at breaktime, lunchtime or after school.
Avoiding work	<i>Avoiding work, leaving the classroom</i>	Timer put on. Missed learning time paid back at breaktime, lunchtime or after school. After 15 minutes of non-compliance, parent/carer will be informed.
Being disrespectful to an adult	<i>Being rude, making gestures, eye rolling, talking back, refusing to do as asked.</i>	Child moved to another class for remainder of session/morning/afternoon.
Not respecting property or the school	<i>Ripping up work, damaging property, not wearing correct uniform/PE kit.</i>	20 minutes from breaktime or lunchtime. Further action may be considered.
Not using appropriate words	<i>Swearing, threatening others</i>	Whole of breaktime and lunchtime missed.
Hurting others: provoked	<i>Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting</i>	Breaktime/lunchtime missed and/or 30 minutes after school detention. Further action considered.
Hurting others: unprovoked Extreme behaviour	<i>Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting, dangerous or extreme behaviour</i>	Senior Teacher involved, further action including internal/external exclusion considered.

Wallisdean Junior School Behaviour Consequence Chart – Lunchtime

Behaviour	Example	Consequence
Showing the Learning Power Words	<i>Being resilient, resourceful, responsible, independent, respectful and confident</i>	Positive praise, house points, weekly certificates, coloured stickers, hall display linked to school LPW
Provoker	<i>Encouraging others to make wrong choices</i>	Warning & consequence system, start at beginning
Not following the rules or doing as I am asked the first time	<i>Not following instructions, making the wrong choices, being in the wrong place, rough play</i>	
Not using kind words	<i>Telling lies, name-calling, rudeness, using rude words or phrases, not heard by adult</i>	
Not being responsible	<i>Getting involved in situations unnecessarily, reacting over the top, not seeking help from adult when needed.</i>	Warning & consequence system, starting at orange
Not respecting property	<i>Trying to damage property, not using it respectfully</i>	1+ lunchtime missed.
Not respecting property or adults	<i>Damaging property Being rude, making gestures, talking back, eye rolling</i>	
Not using appropriate words	<i>Swearing, threatening others</i>	
Hurting others: provoked	<i>Biting, throwing, kicking, punching, grabbing, scratching, pinching, pulling, strangling, spitting, hitting</i>	
Hurting others: unprovoked, Extreme behaviour	<i>As above, dangerous or extreme behaviour</i>	
		Senior Teacher involved, further action including internal/external exclusion considered.

Class Time Out Record

Name	Day & date	Time in	Time back to class

This will be handed in to the inclusion leader and reviewed half termly and discussed at LT and MHW meetings.