

Watlington Primary School

Behaviour Policy

September 2024

Next due review: September 2026

Signed: _____

Headteacher

Date: September 2024

Gemma Stejor

Policy has been adopted / reviewed by Governing Body:

Signed: _____

Chair of Governors

Date: September 2024

Finbar McGaughey

Context

Watlington Primary School aims to ensure that every member of our school community feels valued and respected. We work in partnership with parents and the wider community, sharing the values of respect and mutual trust. Watlington Primary School children are happy, safe and confident to embrace the challenges they meet, contributing to society, leading by example and shaping the future.

This policy confirms the school's commitment to:

- Creating a happy, purposeful and supportive atmosphere, based on a spirit of co-operation between the school, parents and local community
- Providing a broad, challenging and enriched curriculum that enables all children to become successful learners, develop their full potential and achieve the highest educational standards that they can
- Helping children develop enquiring minds, to think for themselves and work creatively, critically and reflectively
- Promoting our school values (be responsible, be respectful, be resilient) and fostering positive attitudes towards all peoples, races, religions and ways of life
- Nurturing self-esteem through the celebration of endeavours and successes in all areas of a child's life
- Preparing children to become responsible citizens who make a positive contribution to society
- Engaging and helping parents in actively supporting their children's learning and development
- Fostering respect for the environment
- Providing encouragement and opportunity for staff to develop their own learning and challenge others to do the same

Aims

Our behaviour policy at Watlington Primary School aims to prioritise pupil well-being through,

- Developing strong relationships
- Being quick to respond to unwanted behaviour
- Modelling restorative approaches to behaviour
- Fostering a positive attitude towards learning that creates independent and confident children
- Creating a calm, purposeful, happy and safe environment
- Encouraging and developing intrinsic motivation
- Developing the ability of each pupil to show empathy for others, maintain self-control and show understanding of the consequences of their actions
- Developing a sense of social responsibility

Watlington is a Values School (Be responsible, be respectful, be resilient)

These values guide our behaviours and thinking so that we can create a purposeful and happy school community. Our 'Values system' help us celebrate this culture across the school and reminds us that during work or at play, we should all be demonstrating our understanding of values and working to improve them. Our values apply to the whole school community.

Class Charter

We believe that all children have the right to work and play in a safe, nurturing and purposeful environment and that in order to achieve this all members of the school community need to be clear on the behaviours which are acceptable and expected. Each class, within our school community discusses and agrees their class charter and rules.

These rules will form the basis of all of our discussions with children regarding their behaviour choices. Children are encouraged to reflect upon which of the rules they have violated, how they could have made a different choice and what they now need to do in order the help remedy the situation.

Values

Each class has a display based on a Values system, with bronze, silver and gold on display to focus on achievements.

The following Values apply to all times of the school day – including playtimes and lunch times – and any adults working in the school follow the same procedures. Consistency is important to ensure children understand how they are expected to behave. Lunchtime supervisors and those on duty at playtimes should communicate positive or negative behaviour with the child's class teacher, so it can be dealt with accordingly.

(Gold)

(Silver)

(Bronze)

BE RESPECTFUL

BE RESPONSIBLE

BE RESILIENT

Behaviour and rewards

We regularly celebrate the success of all pupils in a variety of ways, as we recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the school. Some of the many ways we celebrate and reward success are listed below:

- Positive praise in class.
- Moving children's names / photos up the Values system to 'bronze, silver' or 'gold': children can 'jump' a rung on the learning ladder at the staff member's discretion.
- Sharing and celebrating success during lesson time.
- Headteacher's stickers, along with name written in the congratulations book and in the whole school newsletter.
- In addition, 'gold' letters are sent home (paper version or via email) for achieving 'gold'.
- House points / tokens.
- Rewards given in lessons for home learning, classwork, caring for others, helping others, being thoughtful or considerate etc.

Procedures for dealing with unacceptable behaviour

Watlington Primary School aims to focus on positive behaviour at all times, however there are occasions when a minority of pupils let themselves, the school and others down through their unacceptable or inappropriate behaviour. The school employs a range of sanctions to enforce the school rules and ensure the safety and well-being of all children.

It is important for pupils to take responsibility for their behaviour and we will encourage children to do this through restorative justice approaches which enable them to reflect on their behaviour and to make amends. This process

does not, however, replace consequences. At our school, we recognise that consistency is essential for pupils to understand what is expected of them and to avoid mixed messages. It is vital that children understand there are logical consequences for poor and unacceptable behaviour which undermine the positive atmosphere of our school community.

Should children make poor choices by behaving unacceptably, the following steps are taken.

1. If a child makes a poor choice, the adult will begin with a 'wellbeing check in'.
2. If the child chooses to continue to make poor choices, a verbal reminder will be given.
3. If the child chooses to continue to make poor choices, a second verbal reminder will be given.
4. If the behaviour persists, then a 'reflect and reset' (age appropriate) form will be provided. This will be completed in or outside the classroom, when the child is ready. Logical steps will then be taken to address the behaviour.
5. If the child persists, the following will occur. 1. Time in another class another class. Time with, 2. a member of SLT, 3. the Deputy Headteacher, or 4. The Headteacher.
6. Following all behaviour incidents, time in planned for repair to reflect on what happened.

Children who show behaviour such as violence towards adults and other children, unsafe or defiant and disruptive behaviour that stops learning for the rest of the class and serious verbal abuse to a child or adult may go straight to point 5, at the adult's discretion.

Continual refusal to comply, disrupting learning for all pupils, purposely throwing items / hitting a person or physical aggression against a pupil or adult or any other unacceptable extreme behaviour will result in an internal exclusion and a removal from the class.

Frequent, unprovoked acts of violence to children or adults and abusive language in any form may result in a fixed period of external exclusion. The Headteacher will at this point make the final decision and the school will contact parents to notify them of the action being taken. (See Exclusion Policy)

Roles and responsibilities

It is essential that all members of our school community are aware of their roles in promoting and maintaining good behaviour.

At the start of each academic year, Parents / Carers and children are asked to read and sign our Home School Agreement, forming a contract between them and the school. The Home School Agreement includes a statement about expectations of behaviour. Once registered as a member of our school community, all parties will be expected to uphold this agreement regardless of whether it is signed and returned to the school.

The expectations of the Governing Body, Headteacher, Staff, Parents and Carers, and Children, are outlined below.

The Role of the Governing Body

The Governing Body is responsible for:

- Reviewing this behaviour policy, in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation.

The Role of the Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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, and 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 records is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Role of 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, verbally and on CPOMS
- Challenging pupils to meet the school's expectations

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

The Role of Parents and Carers

Parents and carers, where possible, should:

- Engage with 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
- Engage in any pastoral work following misbehaviour
- 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.

The Role of Pupils

Our expectation is that children will:

- Demonstrate our school's values – be respectful, be responsibly, be resilient.
- Come to school regularly and on time
- Wear correct school uniform and take pride in their appearance
- Be organised and bring the right equipment to school
- Be polite and respectful to others
- Behave sensibly and responsibly
- Listen to adults in school
- Let an adult know if they have any worries or concerns
- Look after and respect the school environment and equipment

We encourage children to take responsibility for their own learning and to discuss their hopes and expectations with their teachers. All children are expected to follow the rules and procedures. Through providing a wide-ranging curriculum and extra-curricular activities, we offer children the chance to further interests and talents - thereby focusing on the whole child, rather than purely academic success.

Through our Relationships, Sex and Health Education programme, 'Jigsaw', children have an understanding of their differences and similarities, but most importantly their own self-worth. Children are encouraged to take an active part in our local community. We encourage all children to act as good role models.

Special Educational Needs and Behavioural Difficulties

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

In some cases, it may help the child if they have individual targets in a pupil profile or an individual behaviour plan.

When required, support will be sought from external agencies (e.g. Educational Psychology, Educational Social Workers, CAHMS, MHST, etc) for children identified as having additional needs resulting in emotional, social and/or behavioural needs.

Our overall aim in this process is to have happy and safe pupils, who feel secure in their environment. We want our pupils to be valued as individuals and for the children to take responsibility in managing their own behaviour.

Confiscation, Searching and Screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

We will confiscate any item that is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to co-operate, the member of staff can carry out an appropriate behaviour sanction. If further support is needed they can contact the Headteacher / designated safeguarding lead (or deputy) / pastoral lead], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items.

An authorised member of staff may search a pupil's outer clothing, pockets or possessions.

Searching pupils' possessions

Pupil's possessions can be searched even if a pupils does not agree to the search.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found and what has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The Use of Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Action as a result of Self-defence or in an Emergency

All staff including teaching assistants, lunchtime supervisors, admin staff and the site management have the right to defend themselves from attack, providing they do not use a disproportionate degree of force to do so. Similarly in an emergency, if for example, a pupil was at immediate risk of injury or at the point of inflicting injury on someone else, any member of staff is entitled to intervene. A volunteer helping in school would not be expected to work with a child who is known to need physical restraint as indicated in their Behaviour Support Plan.

Circumstances in which reasonable force might be used

Circumstances in which reasonable force might be used include the following:

- Pupils found fighting will be physically separated.
- Pupils who refuse to leave a room when instructed to do so may be physically removed.
- Pupils who behave in a way which disrupts a school event or a school trip or visit may be physically removed from the situation.
- Restraint may be used to prevent a pupil leaving a classroom where allowing him or her to do so would risk their safety or lead to disruptive behaviour. This may also include leading a pupil by the arm out of a classroom.
- Pupils at risk of harming themselves or others through physical outbursts will be physically restrained.
- In order to prevent a pupil from attacking a member of staff or another pupil.
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or an object.

Power to Use Reasonable Force when Searching Without Consent

In addition to the general power to use reasonable force, the Head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items'.

Unreasonable Force

The type of force which will **never** be acceptable in our school includes:

- holding round the neck or any other hold that might restrict breathing;
- kicking, slapping or punching;
- forcing limbs against joints (e.g. arm locks);
- tripping or holding by the hair or ear;
- holding face down on the ground.

Informing Parents when Reasonable Force has been Used

In accordance with current good practice, the school will speak to parents about serious incidents involving the use of force and will record such serious incidents.

In making a decision about informing parents, the following will be taken into account:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff concerned; and
- the child's age.

All incidents when 'physical restraint' as opposed to 'physical control' is used will be recorded as soon as possible and details passed on to the Head teacher (or deputy in the absence of the Head teacher) who will follow up the incident where necessary. The following must be recorded:

- all incidents where unreasonable use of force is used;
- any incident where substantial force has been used e.g. physically pushing a pupil out of a room;
- use of restraint;
- an incident where a pupil is distressed though clearly not overreacting.

The following criteria will be used when considering the need for recording:

- Did the incident cause injury or distress to a member of staff or pupil?
- Even though there was no apparent injury or distress, was the incident sufficiently serious in its own right? Any use of restrictive holds, for example, fall into this category;
- Did the incident justify force? This is particularly relevant where the judgement is finely balanced;
- Does recording it help to identify and analyse patterns of pupil behaviour?

If the answer to any of the questions is 'yes', a written record should be made on the school's secure electronic recording system, CPOMS, and all other notes taken at the time are to be kept.

In all instances of the use of physical restraint, parents will be informed the same day, by phone and in writing, and invited into the school to discuss the incident unless to do so would result in significant harm to the pupil, in which case, the incident will be reported to the Oxfordshire Safeguarding Team by the Headteacher.

All injuries will be reported and recorded in accordance with school procedures.

Post Incident Support

Serious incidents can create upset and stress for all concerned. After the incident ends it is important to ensure any staff and pupils involved are given first aid treatment for any injuries. Emotional support may also be necessary. Where required, immediate action will be taken to access medical help for any injuries that go beyond basic first aid. The school will then make a decision about how and when to contact the parents of the pupil to engage them in discussing the incident and setting out subsequent actions. After the incident the Head teacher and/or other staff will:

- ensure the incident has been recorded;
- decide whether multi-agency partners need to be engaged and, if so, which partners;
- hold the pupil to account so that he or she recognises the harm caused or which might have been caused. This may involve the child having the chance to redress the relationship with staff and pupils affected by the incident. It may also mean the child is excluded.
- help the pupil develop strategies to avoid such crisis points in the future and inform relevant staff about these strategies and their roles;
- ensure that staff and pupils affected by the incident have continuing support as long as necessary in respect of:
 - physical consequences
 - emotional stress or loss of confidence
 - analysis and reflection of the incident

Follow up

In many cases there may be a follow-up meeting of key personnel to discuss the restraint incident and review the Behaviour Support Plan or other plans for pupils. It might also be appropriate to review the Whole School Behaviour Policy.

Other Physical Contact with Pupils

This school does **not** operate a 'no touch policy'. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, for example:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To administer first aid.
- To apply sunscreen to the arms, face or lower legs, where necessary, of very young pupils or those with special educational needs who might struggle to apply it appropriately themselves.

Bullying

Bullying is a form of unacceptable behaviour, and is dealt with in our Anti-Bullying Policy. Instances of bullying and notable incidents of poor behaviour will be included in the Headteacher Report to the Governing Body.

Extreme cases: exclusion

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. See Exclusion Policy.

Out of School Behaviour

This school is committed to ensuring our children act as positive ambassadors for us and we expect the following from them:

- Exemplary behaviour on all educational visits
- Exemplary behaviour outside of school, including when travelling to and from school
- Positive behaviour which does not threaten the health, safety or welfare of our children, staff, volunteers or members of the public

The same behaviour expectations for children on the school premises apply to off-site behaviour.

The power to discipline beyond the school gate

Teachers have a statutory power to discipline children for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate children's behaviour in these circumstances "to such extent as is reasonable."

School behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or

- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Training and professional development for staff

The school will provide appropriate training for all staff, in order to promote positive and consistent behaviour standards within the school. It will also ensure opportunities for staff to develop their knowledge and skills in relation to such issues as: implementing the school's Behaviour Policy; the implications of legislation affecting behaviour management (for example Exclusion, Safeguarding, Use of Reasonable Force); Inclusion and Equality.

Assistance will be requested from the OXSIT and SENSS service to support any pupil referred to their team. Whole-staff training in recent years has included Team Teach training and Sensory Needs training. New staff members are introduced to the school's policies – including Behaviour and Safeguarding – as part of their induction training. All ECTs are encouraged to access training in behaviour management.

Health and safety and Safeguarding - which include behavioural concerns - are a standing item on the agenda of staff and governor meetings and information about these children is shared via a weekly staff email, as well as via CPOMS (see 'Recording and Monitoring' section).

Pastoral care for staff accused of misconduct

The Headteacher in consultation with the Chair of Governors, will contact the Local Authority's Safeguarding Team and draw on DFE guidance 'Keeping Children Safe In Education' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

For more information on allegations against staff, see the school's Safeguarding and Child Protection Policy.

Action against children who maliciously accuse staff

If an allegation is determined to be unfounded or malicious, the Local Authority's Safeguarding Team will be informed. They will help to determine whether the child concerned is in need of services, or may have been abused by someone else.

In the event that an allegation is shown to have been deliberately invented or malicious, the Headteacher will consider whether any disciplinary action is appropriate against the pupil who made it, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil. Such cases may be dealt with under the Protection from Harassment Act 1997.

The disciplinary action taken against a pupil might include detention, fixed term or permanent exclusion. Whatever action is taken will be discussed with the parent of the pupil concerned at an early stage.

For more information on allegations against staff, see the school's Safeguarding and Child Protection Policy.

Appropriate use of ICT

Watlington Primary School takes the issue of unacceptable use of technology by any member of the school community very seriously.

We expect parents and other adults within the school community to act responsibly when using on-line technologies such as social media. Failure to comply with these expectations could result in parents / carers and/or other adults being banned either temporarily or permanently from the school site, and the incident may be reported to the police.

Acceptable use agreements exist for pupils, staff and governors of Watlington Primary School and form part of our Online Safety Policy.

Recording and Monitoring

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher.

Links with other policies

- Child protection and safeguarding policy
- Exclusion policy
- Anti-bullying policy
- Online safety policy

Appendices:

- 1) Values Ladder
- 2) Stepped behaviour system poster for all classrooms

- 3) Thinking about my behaviour 'reset and reflect': EY, KS1 and KS2
- 4) 'Gold' letters to parents

1. Values Ladder

Each class has a behaviour display based on our school values.

The following Values apply to all times of the school day – including playtimes and lunch times – and any adults working in the school follow the same procedures. Consistency is important to ensure children understand how they are expected to behave. Lunchtime supervisors and those on duty at playtimes should communicate positive or negative behaviour with the child's class teacher, so it can be dealt with accordingly.

(Gold)

(Silver)

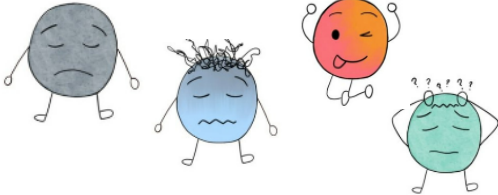


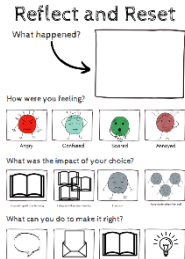

(Bronze)

BE RESPECTFUL

BE RESPONSIBLE

BE RESILIENT

2. Stepped behaviour system

Steps	Example
<p style="text-align: center;">Well-being check-in</p> 	<p>Are you ok? You don't seem yourself. I know you wouldn't normally call out. Let's get back on track.</p>
<p style="text-align: center;">Reminder</p> 	<p>You know in this class we don't shout out don't you. Of course you do.</p>
<p style="text-align: center;">Reminder 2</p> 	<p>I can still see you're finding this difficult. Let's change your seat.</p>
<p style="text-align: center;">Reflect and reset</p> 	<p>I'm disappointed to see you're still calling out. Please complete the 'Reflect and reset form'. Would you like to do this outside the classroom?</p>
<p style="text-align: center;">1. Time in another class 2. SLT 3. DHT 4. HT</p>	<p>You need some time in another class now. Here's a timer. I'd love to see you making positive choices and return back here in 5 minutes.</p>
<p style="text-align: center;">Repair</p> 	<p>Let's talk about what happened. How can we make sure this doesn't happen again?</p>

3a. Thinking about my behaviour – EYFS

Name: _____






Date: _____

Reflect and Reset

What happened?



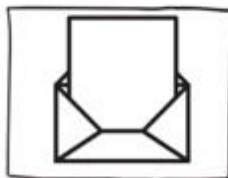
How were you feeling?

		
Happy	Sad	Angry
		
Loved	Scared/ worried	Calm

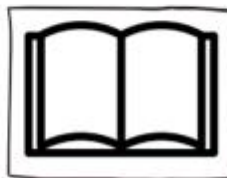
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

3b. Thinking about my behaviour - KS1

Key Stage 1

Name:

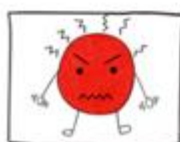
Date:

Reflect and Reset

What happened?



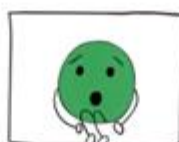
How were you feeling?



Angry



Confused



Scared

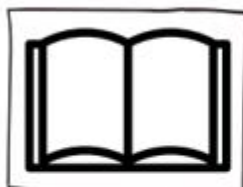


Annoyed

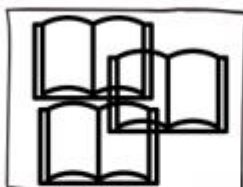


Other

What was the impact of your choice?



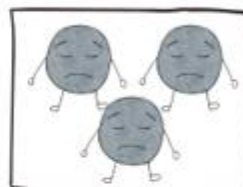
I stopped myself from learning



I stopped others from learning



I feel sad

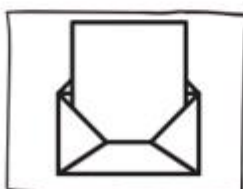


I have made others feel sad

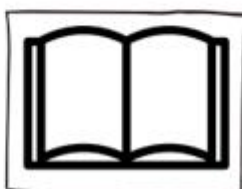
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

3c. Thinking about my behaviour - KS2

Key Stage 2

Name:

|

Date:

Reflect and reset

What happened?

I felt

They felt

What now?

Talk about it Solve a problem Write a letter Something else



Say sorry



Journal



Make a plan for next time



4. Behaviour Letter: celebrating behaviour

Date _____

Dear _____,

I am writing to congratulate you for the outstanding behaviour you have shown in school today.

You have demonstrated the following School Values:

- Be respectful
- Be responsible
- Be resilient

Teacher's comment:

We are delighted with your behaviour and hope that you continue to set such a positive example to the rest of the children in school.

Yours sincerely,

(Class Teacher)
Watlington Primary School

