



WHINSTONE
PRIMARY SCHOOL

Behaviour Policy

September 2023

Inspiring Excellence – in learning and life



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Section 1: Whinstone Primary School

Behaviour Management Policy

Context Statement

This behaviour management policy statement and the first 5 appendices outline the expectations of staff and children at Whinstone Primary School. This policy fully aligns with the principles and values of Vision Academy learning Trust which can be found in Appendix 6.

We are a Rights Respecting School that places the UN convention of the rights of the child at the heart of our ethos and curriculum. It is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. This behaviour management policy promotes:

Article 19

You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28

You have the right to a good quality education.

You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

1. Behaviour Management Policy Introduction

1. To create a culture of exceptionally good behaviour and positive attitudes for learning.
2. To ensure that all learners are safe, treated fairly, shown respect and promote good relationships.
3. To build a community which values kindness, care, good humour, obedience and empathy for others.
4. To support children in making positive choices with their behaviour.

2. Scope of Policy and Objectives

This policy covers the behaviour of all staff, volunteers and children.

3. Responsibilities

1. Vision Academy Learning Trust (VALT): has overall responsibility to ensure that policies and procedures are in place for the processes associated with Whinstone Primary School.
2. The Local Governing Committee (LGC): has responsibility to ensure that Whinstone Primary School operates within the policies and procedures set out by VALT.
3. The Headteacher: has responsibility to ensure that operational services are suitably established within the policy and procedural framework set out by VALT, and to ensure that all staff and volunteers understand and comply with the policy and procedural framework.
4. Senior Leadership Team: Each Senior Leader is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
5. School staff: Each member of school staff is responsible for ensuring that the policies and procedures are adhered to within their area of accountability.
6. Volunteer helpers: All volunteer helpers within the scope of the policies and procedures are responsible for the implementation of the policy within their own area of accountability.

4. Behaviour Policy - Key Themes

4.1 *We have three rules:*

- Be ready
- Be respectful
- Be safe

4.2 *Consistency in practice*

In the implementation of this policy we expect all members of our school community to demonstrate consistency of practice:

1. Consistent use of language with simple and clear expectations reflected in all conversations about behaviour (see appendix 1).
2. Consistent approach from all staff taking responsibility for behaviour interventions and seeking support but never delegating.
3. Consistent positive reinforcement, routine procedure for reinforcing, encouraging and celebrating appropriate behaviour. (Appendix 2 – House Points and House Point Rewards)
4. Consistent consequences within classroom level and established structures for more serious behaviours (Appendix 3).
5. Consistent respect shown by adults.
6. Consistent emotional control and restraint modelled by all adults.
7. Consistent routines for behaviour around school.

4.3 *Managing behaviour*

1. Being safe and engaging with learning are always the primary aims.
2. Praise the behaviour you want to see.
3. Follow the sequence in Appendix 3 progressing through the “reminder”, “caution” and “loss of privilege” as appropriate.

4.4. *Recognition and rewards for effort*

- We recognise and reward children whose behaviour and attitudes are exceptional.
- Although there are different ways of praising and rewarding children, a personal word of praise can be as effective as a larger more public event.
- The use of praise is the key to positive relationships and is essential to create a positive ethos throughout the school.

5. Roles and responsibilities

Staff will:

- Meet and greet children as they enter school.
- Use the language of “be ready, be respectful and be safe” when discussing behaviour choices
- Model positive behaviours.
- Be calm.
- Engage in reflective dialogue with children as required.
- Never ignore children who are making poor behaviour choices.

7. Record of Incidents

Behavioural incidents must be recorded on CPOMS. This allows for accurate record keeping and tracking a chronology of events. All children in the incident need to be linked as well as the relevant members of staff.

8. Implementation

1. Whinstone Primary School Local Governing Body, Headteacher, Senior Leadership Team and all staff are responsible for ensuring that this policy is effectively implemented.
2. This policy will be available on the Whinstone Primary School website.

7. Audit

1. This policy will be reviewed on an annual cycle or earlier if necessary.

APPENDIX ONE – Be Consistent!

Consistencies

1. Meet and greet children
2. Model positive behaviours and build relationships
3. Positive recognition in each classroom
4. Refer to **Be Ready, Be Respectful and Be Safe** in **all** conversations about behaviour
5. Retain ownership and engage in reflective dialogue with the child.
6. Never ignore or walk past children who are making poor behaviour choices.

Practical steps

Always promote positive behaviour choices and praise the behaviour you want to see. Sadly, there will be times when children make poor behaviour choices. Children need to discover where the boundaries of acceptable behaviour lie, this is part of growing up. Each case should be treated individually. Children should be aware that they are responsible for their own behaviour and that breaking rules will lead to consequences.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive manner.

Parents/carers will be involved at the earliest stage possible and this is the responsibility of the class teacher.

APPENDIX TWO – House Points and House Point Rewards

The use of a consistent reward system can help to improve and positively support behaviour.

- As a school we use the term “**house point(s)**”
- The value of house points needs to be consistent. A maximum of two house points are to be given at any one time, two would only be given for something exceptional. One house point would be more normally given. These limits should be followed by all staff in school to maintain the consistency in approach.
- House points will be collected by the Team leader and feedback will be given to the children. This is likely to be a weekly update during a celebration assembly.
- The winning house in each team (KS1/LKS2/UKS2) at the end of each half term will earn a reward. This reward may be different in each of the phases, but could be things such as an additional or extension of playtime, an event (craft time, short movie etc), Golden Time etc. The reward should be limited to one hour maximum. While the reward is happening – the children in the other houses are to be working in class, they cannot be seen to be given a ‘reward’ too by allowing them to play, do iPads, word searches etc.
- The rewards will use other staff to support and manage e.g. the Deputy Headteacher could oversee with TA support, so the remaining children can continue to work in their class with their teacher.
- Rewards will be decided upon by the teachers in that phase. Rewards will happen in KS1, LKS2 and UKS2. Although EYFS may introduce and use the terminology of ‘houses’ and receiving ‘house points’, the rewards for this can be individual (certificates, stickers etc) - the school ‘house point rewards’ start from KS1.

APPENDIX THREE – Consequences and Sanctions

If a child is not behaving appropriately then the following sequence can be used as necessary.

1) Reminder

The reminder of expectations- **Be Ready, Be Respectful, Be Safe**- delivered to the child. The staff member makes them aware of their behaviour. The child has the choice to do the right thing.

2) The Caution

A clear verbal caution is delivered to the child making them aware of their behaviour and clearly outlining the consequence of loss of privilege if they continue. Children are reminded of their previous good conduct to prove that they can make good choices.

3) The Script

The following script is to be used to frame a conversation with a child on a one-to-one basis to discuss poor behaviour choices at a suitable time during the child's loss of privilege or a suitable time of reflection when the child is able to focus on the conversation.

I noticed that you

...which has broken our rule about

This was your choice, but what other positive choice could you have made?

(Space for conversation)

Do you remember last time (lesson/playtime/week) when you ...(previous positive behaviour)

That's what I want to see today.

This scripted conversation should be non-threatening and led with a gentle approach.

4) Loss of Privilege and Reflection

If the behaviour persists the child will receive a 15 minute loss of playtime. The child will be asked to complete a "reflective journal" (Appendix 4 gives an example which may be adapted to suit child age and/or ability) with their class teacher or the member of staff imposing the sanction. The reflective journal will help the child to

- Understand what has happened
 - Reflect on why it happened this way
 - Learn from this experience to shape their future actions
- Parents will be notified and the incident will be logged on CPOMS.

5) Escalation to Team Leaders

If a child is asked to write a reflective journal twice in a week, the Team Leader will be informed. They will discuss the incidents with the child, this conversation will be recorded on CPOMS and the parents notified.

Team Leaders may issue further sanctions including:

- Further loss of free time
- Letters of apology
- Moving to sit alone
- Loss of responsibility
- Sending work home

6) Escalation to Headteacher or Deputy Headteacher

If a child is asked to write a reflective journal shortly after working with the Team Leader, the Headteacher or Deputy Headteacher will be informed. They will then meet with the child and parents/carers to discuss the incidents and reflective journals. This conversation will also be logged in CPOMS. Further sanctions may include:

- Loss of free time/off site activities
- Letters of apology
- Moving to sit alone (may be in another classroom)
- Placed on weekly report system
- Loss of responsibility

7) Major Breaches of Discipline

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in the classroom.

This type of behaviour is extremely rare and it is the responsibility of the Headteacher or Deputy Headteacher to deal with such incidents. The standard procedure will be from stage 7 (above) and possibly applying the Exclusion Policy. A very serious incident may result in this standard procedure being abandoned and the Exclusion Policy being applied immediately.

To promote positive behaviour, there should first be a reminder of the consequences of poor behaviour choices before any consequence is applied. Appendix 5 summarises steps 1 – 7 and could be shared with classes as appropriate.

APPENDIX FOUR - Reflective Journal



Name: _____

Date: _____



Reflecting on today: a time to think...

What happened? _____

|

Why did it happen this way? _____

In the future, how could I choose to behave differently to achieve a better outcome? _____

What could I do now to make things better? _____

Remember our 3 school rules:

Be Ready

Be Respectful

Be Safe

At Whinstone we *"help each other to be the best we can be."*

Consequences for poor behaviour choices could include:

- 1) Being reminded about out school rules
 - a. 'Be Ready'
 - b. 'Be Respectful'
 - c. 'Be Safe'
- 2) Losing playtime for poor behaviour choices
- 3) Completing a "Reflective Journal", this will help to:
 - a. Understand what has happened,
 - b. Reflect on why it happened this way
 - c. Learn from this experience to shape future actions
- 4) Being moved to work alone, this could be in a different class
- 5) Writing a letter of apology
- 6) Completing missed work at home
- 7) Being on a weekly report to share with parents
- 8) Working alone out of class
- 9) Being excluded from school

APPENDIX SIX: VALT Behaviour Principles and Values

Whinstone Primary School is part of Vision Academy Learning Trust and is dedicated to ensuring that our school environment supports the learning and the wellbeing of children and staff. Ensuring effective routines, respect and relationships are the foundations of our community and we work hard to provide a safe environment where children feel included in every aspect of school life.

This policy supports the Department for Education's 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "children learn in a calm, orderly, safe and supportive environment and protect them from disruption"

Whinstone believes that all children should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. This policy outlines what we expect from all our children in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to.

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

We will work with parents/carers to build effective relationships to understand their children, understanding of barriers, offering support, praise and rewards. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable support necessary for the child.

Whinstone promotes good behaviour and self-discipline to ensure that our children grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all children to thrive.

The school will take all reasonable measures to ensure the safety and wellbeing of all children and staff and this includes protection from bullying. We do not tolerate any form of bullying and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of children's social, emotional and behavioural skills.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Behaviour Policy: Key Principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by children and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to children
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life

Legislation, Statutory Guidance and Advice

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

Definitions

Poor behaviour / misbehaviour is defined as anything that does not meet the expectations of Whinstone:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school's expectations
- Refusing to follow instructions

- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. There are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Substances identified as 'legal highs'
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Other potentially harmful materials which cannot immediately be identified
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the child)

Headteachers and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Whinstone Primary School other authorised senior staff include the Deputy Headteacher and members of the Senior Leadership Team.

Staff members may use common law to search children with their consent for any item. They may:

- Ask any child to turn out their pockets
- Search a child's bag or locker
- Require a child to remove outer clothing including hats, scarves, boots and coats
- A child's possessions will only be searched in the presence of the child, another member of staff and a member of the Senior Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff

Bullying

Bullying is not tolerated at Whinstone Primary School

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. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

At Whinstone, we use the acronym STOP – Several Times on Purpose.

Bullying can include:

Type of bullying	Definitions
Emotional	Being unfriendly, excluding, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, punching, taking another's belongings, any use of violence
Direct or indirect verbal	name-calling, insulting, sarcasm, indirect bullying through spreading stories or rumours or teasing someone, threats, making fun of someone's size, shape, appearance.

Racial	Racial taunts, graffiti, gestures, making fun of someone's religion
Sexual	Explicit sexual remarks, sexually abusive or sexist comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching. This includes homophobic bullying.
Ability based	because of learning ability or physical ability
Cyber-bullying	Cyber bullying through the use of communication technology devices, text, email, , social media, emails or websites. This can take many forms, for example: <ul style="list-style-type: none"> • Sending abusive, intimidating or threatening text messages or emails, personally or anonymously. • Making insulting comments about someone on a website, social networking site • Making or sharing derogatory or embarrassing images of someone
Transphobic bullying	This bullying stems from a hatred or fear of people who are transgender, Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Preventing Bullying

The School will:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating children and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy

Sexting and Searching

Definition of 'sexting'

There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by or of children under the age of 18, that are of a sexual nature or are indecent.

There are many different types of sexting and these images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

It is important to apply a consistent approach when dealing with an incident to help protect the child, school and staff. The range of contributory factors in each case will be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment is not tolerated at Whinstone including any form of 'banter' and will challenge all inappropriate behaviour between children.

We advocate high standards of conduct between children and staff, demonstrating and modelling manners, courtesy and dignified and respectful relationships.

We will respond assertively to sexually inappropriate behaviour and disciplinary action will be taken.

All children will follow a curriculum that addresses sexual harassment and sexual violence including sexually abusive language or behaviour, as well as having a clear reporting channel, external advice and support.

Further details are available in the Child on Child abuse policy

Roles and Responsibilities

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment.

The Trust Board	<ul style="list-style-type: none"> The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives
The CEO	<ul style="list-style-type: none"> The CEO is responsible for consulting with the executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders
Local Governing Committee	<ul style="list-style-type: none"> The Local Governing Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the headteacher / Headteacher to account for its implementation.
The Headteacher / Headteacher / SLT	<p>The headteacher / Headteacher / SLT will ensure:</p> <ul style="list-style-type: none"> The Head and senior leaders are highly visible and engage with children, staff and parents The policy is communicated with all staff, fully embedded and adhered to Staff are trained to ensure consistent implementation of conduct, sanctions and rewards Staff are trained to support children requiring reasonable adjustments The school's environment encourages positive behaviour Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Keep accurate records: behaviour, bullying, racism, sexual harassment, homophobic etc. Ensuring this policy is published on the school website. Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this. Publicising this policy in writing to staff, parents and children at least once a year.
Staff including teachers, support staff and volunteers	<ul style="list-style-type: none"> Be responsible for consistently applying the policy process and procedures Actively engage in all training relating to behaviour, SEN needs, adjustments, rewards etc Have high expectations of children and praise children doing the right thing Lead by example and model enthusiasm for learning and your subject Model the positive behaviour expected by children Model consistent and respectful behaviour, knowing the children and their needs Establish class routines, welcome, starter, engaging lessons, feedback and praise Meet the educational, social and behavioural needs of the children Give feedback to parents about their child's success and behaviour Being responsible and accountable for the progress and development of the children in their class. Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
Children	<ul style="list-style-type: none"> Be ready to learn

	<ul style="list-style-type: none"> • Respect themselves and others • Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions • Support and care for each other and to treat others fairly and with respect • Respect each other's property and work • Listen to others, respect their opinions • Behave in a way that allows other children to learn. Follow all staff instructions • Follow the school rules
Parents	<ul style="list-style-type: none"> • To support the school by ensuring that their child is ready to learn. • Be aware of, support and promote the school's values and expectations • Ensure children arrive on time each day, in full school uniform and with the correct equipment • Communicate with the school any necessary information that will help to support the education of your child • Build good relationships with the school, working together to improve behaviour difficulties • Support the school in having high expectations for behaviour, engagement and conduct • Support the homework policy

Staff Induction, Training and Updates

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

All staff will receive training and professional development during each academic year that will include:

- Behaviour Policy, code of conduct, expectations, procedures, detail of sanctions and rewards
- Teachers leading expectations of classroom management and how they model this
- SEN Needs and how this is applied within the classroom to support learning and engagement
- SEN and vulnerable child reasonable adjustments to support learners

Suspensions and Permanent Exclusion

'Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports headteachers in using suspension as a sanction where it is warranted.'
(DfE 'Exclusion from maintained schools, Academies and Child Referral Units in England 2017')

Suspensions will only be used as a last resort and issued by the Headteacher. A child can be suspended for failing to meet Whinstone's behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Non compliance

- Verbal/physical aggression towards a member of staff/child
- Physical violence towards a member of staff/child
- Dangerous behaviour that puts child/other children/staff at risk of harm or injury
- Bullying of staff/child
- Possession of materials as described or prohibited by school policy

The school may bypass the sanction steps should a child's behaviour warrant such action. It may be appropriate to move a child to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a child's is permanently excluded from Whinstone Primary School in response to a single, serious breach of the school rules. For example, supplying drugs on the school premises would result in an immediate recommendation of permanent exclusion.

Suspensions (Fixed Term)

- The decision to exclude a child must be lawful, reasonable and fair. The School will give particular consideration to vulnerable children before a fixed term exclusion is given
- Only the Headteacher can exclude and it must be on the grounds of discipline. A child can be excluded for up to 45 days within an academic year.
- All children have the right to an education and the School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period.
- Alternative provision for education must be made by the sixth day (known as sixth day provision). This will be provided in consultation with parents/carers, SLT, and provider
- Following an exclusion, the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Guidance can be found at www.gov.uk/government/publications/school-exclusion

Permanent Exclusion

The decision to exclude a child permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the Academy / school or repeated possession and/or use of an illegal drug on academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another child or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

The academy / school will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Headteacher and authorised staff have the statutory power to search children without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a child

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the academy / school.

General factors the school considers before deciding to exclude:

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the academy / school or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Headteacher will:
 - Ensure appropriate investigations have been carried out.
 - Consider all evidence available to support the allegations taking into any appropriate school policies.
 - Allow children to give their version of events. NB. These views may be taken retrospectively.
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Headteacher is satisfied that on the balance of probabilities the child did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that children will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) The effect that the child remaining in the school would have on the education and welfare of other children and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the child's record, witness statements and the strategies used by the academy / school to support the child prior to exclusion.

Lunchtime Exclusion

Children whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Please refer to the school's Suspension and Exclusion Policy.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy

- Equality Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Attendance Policy
- Online Safety Policy
- Use of Reasonable Force Policy
- Inclusion Policy

Appendix 7

Specific Incidents - VALT Policy

Deliberate Vandalism of School Property

- Any child found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident.
- In all cases parents/carers will be billed for the cost of making good the damage.

Alcohol

- Any child who brings alcohol on to Whinstone premises will receive a fixed term exclusion.
- If the child brings alcohol on to Whinstone premises a second time, a recommendation of expulsion will be made.
- Any child who 'spikes' the drink of another child with alcohol will be permanently excluded.

Weapons

- A child who brings a weapon on to Whinstone premises is likely to be expelled. The Headteacher will make a judgement of the level of threat the weapon itself represents to the health and safety of the other children. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to Whinstone premises, the school will inform the police

Illicit Substances

- Any child that uses illicit substances in Whinstone will result in an expulsion. The school will also notify the police and the child's parents/carers

Fighting

- Children involved in fighting with other children may be excluded. This could be a suspension or expulsion, depending upon the circumstances.

Smoking/Vaping

- This is a non-smoking site, a rule which applies to staff and children alike. There will be serious consequences for any child who chooses to breach the no-smoking/vaping rule.
- Childs breaching the smoking / vaping rule will be given a detention or if repeated given internal exclusion. If this escalates, a meeting with parents will discuss further sanctions
- Childs caught in the company of smokers/vapers, will be given a detention

Bringing the good name of the school and/or staff into disrepute

- Any child who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances

Appendix 8 Searching and confiscation

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', school staff can search a child for any item if the child agrees.

Schools are not required to have formal written consent from the child for this sort of search – it is enough for the teacher to ask the child to turn out his or her pockets or if the teacher can look in the child's bag or locker and for the child to agree.

If a member of staff suspects a child has a banned item in his/her possession, they can instruct the child to turn out his or her pockets or bag and if the child refuses, the teacher can apply an appropriate sanctions as set out in the school's behaviour policy.

Headteachers and staff authorised by them (SLT) have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item.

Prohibited items that Whinstone will do searches for include:

<ul style="list-style-type: none">• knives or weapons• alcohol• illegal drugs• stolen items• tobacco, cigarette papers• e-cigarettes	<ul style="list-style-type: none">• fireworks• pornographic images• any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).
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Prior to a search the Headteacher will be informed of the facts and told of the reasonable grounds for suspecting that the child may have a prohibited item on them. The staff member carrying out the search must be the same sex as the child being searched; and there must be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item. (There is currently no CCTV installed at Whinstone).

Confiscation

What the law allows:

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a child's property as a disciplinary penalty, where reasonable to do so.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Informing parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Whinstone will inform parents whenever a search has been done.
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual child's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt through the normal school complaints procedure.

Appendix 9 Sexting and Searching

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image
- What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?

The situation will need to ensure school Safeguarding and On-line Safety policies are followed

STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The decision to view imagery should be based on the professional judgement of the designated safeguarding lead and always comply with the child protection policy and procedures of the school. If a decision is made to view imagery the designated safeguarding lead will need to be satisfied that viewing:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated.

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has

been distributed.

Never:

- Search a mobile device in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

Introduction:

Guidance issued by the DfE in 2013 states: 'Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a school trip or visit;
- prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground; and
- restrain a child at risk of harming themselves through physical outbursts.'

Deciding if use of force would be appropriate:

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

School Guidance:

1. Only to be used as a last resort where all other courses of action have failed.
2. In such situations only reasonable minimum force must be used and only if:
 - The member of staff is acting to prevent serious injury to the child or others.
 - The member of staff is acting to prevent serious damage to property.
 - The member of staff is acting in self-defence.
3. Staff should be absolutely clear in their minds that the situation is an emergency, with potential consequences of serious injury to one or more participants, or serious damage to property if immediate action is not taken.
4. Physical force should never be used to deal with disruptive children or as part of behaviour management, except in the extreme and particular circumstances outlined above.
5. Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
6. The child should be warned quietly but clearly and firmly, of the likelihood of reasonable minimum force being used

Recording and reporting incidents:

It is essential that where any degree of force has been used a proper record is kept. This will prevent misunderstanding or misinterpretation of an incident and provide a record for any future enquiry. All written records should consider the following points:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress was the incident sufficiently serious in its own right to require a written record? Any use of a restrictive hold would fall into this category.
- Is a written record needed to be able to justify the use of force?
- Is a record needed to help identify patterns in the child's behaviour?
- Were other agencies involved such as the police?