



Willenhall Community Primary School

Behaviour Policy

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1. Principles

- Children have the right to learn and play in an atmosphere free from disruption, harassment and aggression
- Teachers have the right to teach in an atmosphere free from disruption, harassment and aggression

We believe that the management of children’s behaviour should be a whole school, consistent approach. We have high expectations of children’s behaviour, which will contribute to positive relationships throughout the school. Our policy is value based and prepares our children for life in Modern Britain. The way we manage behaviour, models positive conflict resolution through listening to all children demonstrating tolerance and respect.

1.1. Aims

- To create an environment in which all members of our school community feel valued, safe and secure
- To apply a clear system of rules, rewards and sanctions consistently and fairly
- To enable children to develop self-knowledge, self-esteem and self-confidence

providing them with the character education they need to make a positive contribution to Modern Britain

2. Our Values

Willenhall Community Primary School has five values which underpin the curriculum delivered, what we want for our pupils and what we expect to be demonstrated through staff and pupil behaviour.

2.1. Our School Values are:

Kindness - In our community we care and look after each other

Honesty – In our community we are truthful

Respect – In our community we welcome and celebrate everyone

Responsibility - In our community we readily accept responsibility for ourselves, each other and the world around us

Growth – In our community we learn and work together to be the best we can be

The theme that encircles these values is '**community**'. Belonging to a school community makes a difference to pupils' outcomes and behaviour through:

- **Positive, consistent relationships with staff:** where children and young people believe that adults in the school care about their learning and about them as a person. They feel accepted by and able to talk to staff.
- **Peer relationships:** children and young people feel accepted and included by other pupils – and the school has low levels of bullying and conflict.
- **School engagement:** children and young people feel committed to and actively participate in their learning.
- **Respectful and nurturing environment:** the school generates 'sense of community' (drawing together parents, children, school staff, outside agencies) and creating a respectful, tolerant, safe environment backed up by authentic concern for pupils and families.
- **Feeling listened to:** children and young people feel they can voice worries and that their voice matters about what happens in the school.
- **Celebrating diversity:** The school creates a community where everyone feels welcome, respected, valued and celebrated.

3. Rewards for good behaviour

Positive behaviour management strategies as detailed below are the foundations of the behaviour management policy. All staff will use positive behaviour management strategies to reward children for making good choices.

Sections 3 and 4 detail the approach we follow for children in years 1 to 6, please see [Appendix 1](#) for the Early Years' approach.

3.1. Value Tickets

Children will be rewarded with a '**value ticket**' for positive learning behaviours or

conduct linked to our school values. This may include:

- Picking litter up from the floor (community)
- Readiness to learn (growth)
- Telling the truth about a situation (honesty)
- Supporting someone else who may be struggling (kindness)

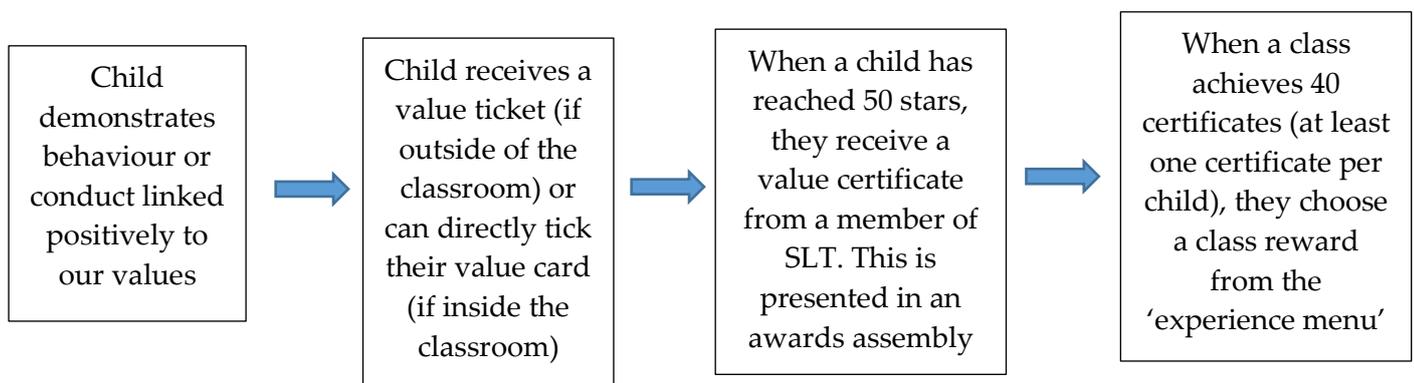
Tickets can also be rewarded for:

- sitting beautifully
- walking along the corridor sensibly
- tidying up quickly and quietly
- contributing to classroom discussions
- demonstrating perseverance or resilience
- playing well with their peers

Value tickets are something children should feel proud of and therefore staff should give these publicly with verbal praise explaining why the value ticket has been rewarded. If in the classroom, pupils may add their tickets directly to their value cards, however staff should still clearly state why a ticket has been given. It is important that these are issued to children who regularly demonstrate good behaviours as well as those who find compliance more difficult.

Children will each have a value card which will be displayed in their classroom. Each card contains rows of 10 stars. Each ticket value ticket equates to a star. When children have 50 stars marked off, they will receive a value certificate which will be presented to them in an achievement assembly.

Classes will then work as a community to gather as many certificates as they can. When a class reaches 40 certificates, they will receive a class reward. All children in the class must have at least one certificate each for the class to get their class reward. The reward will be an experience offered to children and will be chosen as a class from the school's 'experience menu'.



3.2. Community Champions

In addition to the aforementioned value tickets, one pupil from each class is selected once a week as the community champion. This pupil is selected through them clearly demonstrating one of the schools' core values within their behaviour.

A separate certificate is given in the awards assembly and the pupil features in the school newsletter. The pupil's parents are also contacted to aid in celebrating their positive behaviour. Hence, our values are further highlighted and the encircling theme of community is further promoted amongst pupils.

3.3. Assemblies

Assemblies take place each Tuesday and Friday.

Themed assemblies: Themed assemblies take place each Friday and focus on a particular topic or subject. However, one of these assemblies will be dedicated to our school values half-termly.

Awards assembly: The awards assembly is held each Tuesday and is a chance for pupils to celebrate positive behaviour across the school. It is in these assemblies that pupils receive their value certificates and their community champion certificates. It is also a forum for us to highlight specific areas of positive behaviour throughout the school via 'honourable mentions'. If a child receives an 'honourable mention' from their teachers, their behaviour is highlighted and praised directly during the assembly. This further embeds our sense of community by coming together to celebrate all of our collective achievements.

4. Steps for inappropriate behaviour

Step 1	A verbal warning from the class teacher will be given. This describes the behaviour and why it is inappropriate.	
Step 2	Child will miss 5 minutes of their next break. This will happen in their classroom with the class teacher or member of support staff. A restorative conversation will take place.	
Step 3	Pupils will have to attend the reflection room at playtime and will miss their whole playtime. A reflection sheet will be completed. This will be monitored by family support. A restorative conversation will take place when the pupil returns to the classroom. Parents will be informed by the class teacher that their child has attended the reflection room and the reason for this (via telephone or at the end of the day).	Behaviour will be recorded on CPOMS
Step 4	Child will be taken to an Assistant Head Teacher or Deputy Head Teacher for a period of time in order to discuss behaviour and the appropriate sanction.	Behaviour will be recorded on CPOMS

	<p>This may include:</p> <ul style="list-style-type: none"> • Parents informed by AHT or DHT • Loss of break/lunch time • Regularly reporting to AHT or DHT until behaviour improves 	<p>If 3x step 4 occur for the same child in quick succession, SLT, SENDCo and class teacher will develop an individual behaviour plan for the child. Parents must be informed and have the opportunity to contribute to the plan.</p>
Step 5	<p>Child will be taken to the Head Teacher. The HT will work with the child (and class teacher if appropriate) to decide on a sanction which will involve missing lunchtimes or missing the 'value certificate class experience'</p> <p>A meeting with parents will be set up with the DHT or HT to discuss behaviours and next steps.</p>	<p>Behaviour will be recorded on CPOMS</p> <p>An individual behaviour plan will be discussed with relevant adults and professionals and, if necessary be devised for the child</p>
Step 6	Suspension (formerly - fixed term exclusion)	See 'Exclusion Policy' for further details

4.1. Restorative conversation

From step 2 of our stepped approach, children should be supported in understanding their behaviour with a restorative conversation. This will give the child the chance to reflect on their behaviour and the impact it may have had on others. It will also allow time and support for the child to decide what needs to happen to resolve the issues that the behaviours may have caused.

The following questions should be used to lead a restorative conversation:

- What happened?
- What were you thinking about at the time?
- What were you feeling? What are you feeling now?
- Who has been affected?
- What needs to happen to make things fair or better?

4.2. Exceptions to the stepped approach

There are only a few instances where children bypass the stepped approach. These would include verbal or physical aggression, racist or homophobic behaviour or behaviour that puts the child or others in danger. Where these behaviours take place, a member of the leadership team must be informed and the incident must be recorded on CPOMS. Senior leaders will make a decision, depending on the behaviours, as to what the sanction will be. Parents must be informed as soon as possible.

Children should never lose any minutes for things that are not in their control, for

example forgetting their PE kit, arriving late or not returning homework.

4.3. Children with Special Educational Needs

For some children, behaving appropriately is very challenging and they will need support that is additional to the general rewards and sanctions. It may be necessary for an Individual Behaviour Plan to be established in such cases. Some children may also need specialist interventions. The school operates a Family Support Team who work with children and families to support with behaviour in school and at home.

Specialist services may also support with the behaviours of children with Special Educational Needs and appropriate classroom adjustments may need to be made to enable the child be successful in achieving our values and demonstrating positive behaviour.

5. Behaviour at playtime and lunchtime

Inappropriate behaviour on the playground should be managed with a clear verbal warning. If a child continues to behave inappropriately, or is at risk of hurting themselves or others, they should stay with one of the adults on duty on the playground. Where children's behaviour is dangerous, or persistently challenging, they may lose the right to play outside with their peers for a fixed period of time. If required, members of the senior leadership team will be available at lunchtime to support with behaviour. Positive behaviour must also be rewarded at playtime and lunch time. At these times, value tickets can be rewarded to children.

Pupils will be allowed into the building to use the toilets or to collect certain items but this must first be agreed by a member of staff. Pupils in hallways or classrooms without an appropriate reason will be sanctioned in line with the aforementioned stage system. Misuse of toilets or damage to school property when out of the classroom will be addressed by a member of the senior leadership team.

6. Physical intervention

6.1. The Legal Framework

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control".

Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers, other members of staff in the school and the Head Teacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)

- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

6.2. Definition of restraint

Physical restraint is the positive application of force with the intention of protecting the pupil from harming himself or others or seriously damaging property.

6.3. General policy aims

Staff recognise that the use of reasonable force is only one of the last in a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline.

6.4. Specific aims of the restraint policy

- To protect every person in the school community from harm
- To protect all pupils against any form of physical intervention that is unnecessary, inappropriate, excessive or harmful
- To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. All staff to have received Team Teach Training and this training will be updated in line with recommendations.

6.5. Why use restraint?

Physical restraint should avert danger by preventing or deflecting a pupil's action or perhaps by removing a physical object, which could be used to harm himself/herself or others. It is only likely to be needed if a pupil appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of pupil during the school day, or during other supervised activities, they are acting in loco parentis and should, therefore, take reasonable action to ensure pupils' safety and well-being.

Failure to physically restrain a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

6.6. Alternative strategies

There are some situations in which the need for physical restraint is immediate and where there are no equally effective alternatives (e.g. is a pupil about to run across a road). However, in many circumstances there are alternatives, e.g. use of

assertiveness skills, such as:

- the broken record in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g. if an action such as damage to property is threatened
- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the school's policy on behaviour and team teach training manual.

6.7. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances, other methods should be used if appropriate or effective physical restraint should be a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Relax your restraint in response to the pupil's compliance

DON'T

- Don't involve yourself in a prolonged verbal exchange with the pupil
- Don't attempt to reason with the pupil
- Don't involve other pupils in the restraint

- Don't touch or hold the pupil in sexual areas
- Don't twist or force limbs back against a joint
- Don't bend fingers or pull hair
- Don't hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Don't slap, punch, kick or trip up the pupil
- Don't act in temper (involve another staff member if you fear loss of control)

6.8. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. A member of the leadership team should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. All incidents to be recorded in the "bound and numbered book (Team Teach)" An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through a risk assessment, which may include an anger management programme, or other strategies agreed by the staff.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately in the bound and numbered book. All sections of this should be completed so that in the event of any future complaint a full record is available. A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Immediately after the event, the member of staff will need to complete an assault form (as required).

7. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g. reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate

8. Appendix 1

8.1. Early years rewards for good behaviour

8.1.1. Value Star

Children will be rewarded with a 'value star' for positive learning behaviours or conduct linked to our school values. This may include:

- Picking litter up from the floor (community)
- Readiness to learn (growth)
- Telling the truth about a situation (honesty)
- Supporting someone else who may be struggling (kindness)

Value stars are something children should feel proud of and therefore staff should celebrate children getting these and inform parents when a child has received a star.

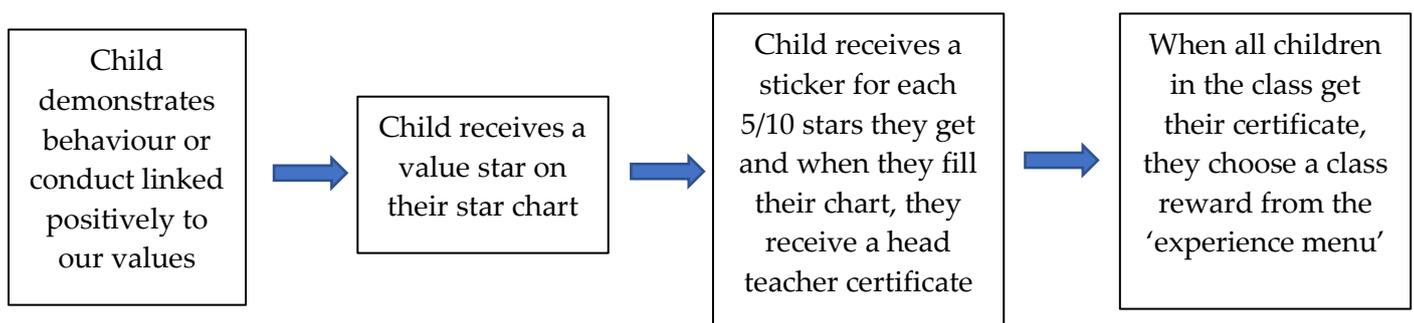
Children will have a value star card with a number of stars on it:

- Nursery 20 stars broken into steps of 5
- Reception 40 stars broken into steps of 10

When a child receives their first 5 or 10, they will receive a bronze sticker. The second 5 or 10 will equate to a silver sticker and the third 5 or 10 will get them a gold sticker.

The last 5 or 10 on their chart means they get a certificate from the head teacher.

Classes will then work as a community to gather certificates. When all children in the class have achieved their certificate, the class will receive a class reward. The reward will be an experience offered to children and will be chosen as a class from the school's experience menu.



8.2. Early Years steps for inappropriate behaviour

Step 1	Verbal warning from the class teacher which describes the behaviour and why it is inappropriate.	
Step 2	Child's photo will go on a sad face	
Step 3	Child will go for some time out. After the time out, a restorative conversation will take place so the child can begin to understand their wrong choice and how they can put it right.	Behaviour will be recorded on CPOMS
Step 4	Child will be taken to the AHT for some time and a restorative conversation. The child will be informed that the AHT will have to contact their parents	Behaviour will be recorded on CPOMS Telephone call to parents
Step 5	Child will be taken to the DHT or HT for a restorative conversation and some time out of the classroom. The child will be informed that the DHT or HT will have to contact their parents to arrange a meeting about the behaviours presenting. In some cases, the SENDCo for the school may need to attend these meetings	Behaviour will be recorded on CPOMS Meeting with parents Child considered in the 'team around the child' meeting to consider provision

From step 3 of our stepped approach, children should be supported in understanding their behaviour with a restorative conversation. This will give the child the chance to reflect on their behaviour and the impact it may have had on others. It will also allow time and support for the child to decide what needs to happen next to resolve issues the behaviours may have caused.

In order to support staff with restorative conversations, all staff have the conversation questions starters on their lanyard. These are:

- What happened?
- What were you feeling? What are you feeling now?
- Who has been affected?
- How can we make this better?