

Behaviour policy and statement of behaviour principles

We Only Reach for The Highest



Approved by: Full Board

Date: 25 May 2024

Last reviewed on: April 2024

Next review due by: April 2025

1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

4.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the board of governors.
- › Giving due consideration to the school's statement of behaviour principles.
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, 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 log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

4.3 Teachers and 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

As staff at Worthington it is our role and responsibility to work in partnership with parents and carers to uphold the shared values and school's ethos and behaviour expectations in all aspects of school life as set out in this policy. (WPS Staff - 2024)

4.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while 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.

As parents and carers, we act as role models for the children. We work in partnership with the school to promote our shared values, ethos and behaviour expectations, not only in school but at home and within the wider community.

4.5 Pupils

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
 - › The school's key rules and routines
 - › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
 - › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

As pupils of Worthington, we promise to treat each other with respect and to be honest at all times.

5. School behaviour curriculum

We expect children to adhere to 'The Worthington Way'. Our behaviour expectations are based around this code of conduct.

The Worthington Way is expressed as follows:

We are gentle – we don't hurt others

We are kind and helpful – we don't hurt anybody's feelings.

We listen – we don't interrupt

We are honest – we don't cover up the truth

We work hard – we don't waste our time or others' time.

We look after property – we don't waste or damage things.

From a working party, which included parents, governors and pupils, 6 key values were decided upon that we all adhere to:

Friendly

Considerate

Respectful

Truthful

Focused

Careful

6. Responding to behaviour

Staff will respond to the Worthy Way when responding to behaviour.

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Worthy Way
- Follow the procedures set out in this policy
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Modelling the Worthy Way and key values
 - Establishing clear routines
 - Communicating expectations of behaviour
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This is available on the school website.

Mobile phones:

Pupils in year 5 and 6 are allowed to have mobile phones with them on-site if they are walking to and from school alone.

There is a particular area where phones should be stored during the school day

There will be exceptions to the rules for medical or personal reasons

Parental permission will need to be provided

6.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour has been developed with pupils and will be rewarded with:

Individuals:	Class:	Houses:
<ul style="list-style-type: none"> • Verbal praise. • House points • We only reach for the highest certificates. • Stickers • Visiting other staff to share good behaviour 	<ul style="list-style-type: none"> • Collecting class awards. Class to decide on a treat. 	<ul style="list-style-type: none"> • Weekly winners announced and trophy displayed in class. • Half termly awards to winning team. • End of year treats for winning team.

6.4 Responding to misbehaviour

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Level	Behaviour Examples	Actions/Sanctions
1 Low Level	<ul style="list-style-type: none"> • Poor effort • Disruptive fidgeting • Inappropriate interruptions • Distracting others • Disruptive noises • Unkind remarks • Telling lies • Deliberately annoying others • Bad language (one off) • Answering back e.g. questioning a situation • Improper use of school equipment e.g. writing on whiteboards when they shouldn't be • Wandering around the room during work time □ Dropping litter 	<ul style="list-style-type: none"> • Reminder of rules and reward other children. • Verbal warning with an explanation. • Related sanction e.g. re-do work, clean area. • If playtime or lunchtime; time out – walking with adult on duty. • If during lunch, staff to give a verbal warning.
2 Moderate Level	<ul style="list-style-type: none"> • Persistent level 1 behaviour • Refusing to work • Hurting another pupil either physically or emotionally • Serious misuse of school equipment e.g. scissors • Dangerous play • Improper use of toilets or wash basins 	<ul style="list-style-type: none"> • An explanation needs to be shared with the child regarding any sanctions. • Age-appropriate time out in class (EYFS – 2 minutes, KS1 3 minutes, LKS2 4 minutes and UKS2 5 minutes). • Working on their own within their classroom (not at their group table) • Lose age-appropriate minutes from break time. • If during lunchtime, be sent to mid-day supervisor. • Where appropriate a restorative process will take place using stem sentences.
3 Serious	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under level 2 • Deliberate and persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Throwing/kicking objects that could cause harm • Vandalism • Inciting other children to misbehave • Swearing (intentionally) • Possession of inappropriate materials/objects 	<ul style="list-style-type: none"> • An explanation needs to be shared with the child regarding any sanctions. • CPOM incident and inform parent/carer. • Send to parallel teacher for time out if persistent level 2. • Any serious incidents to be sent to department lead/SLT. • Discussion with SENDCO to determine whether a BLP is needed.

<p>4 Very Serious</p>	<ul style="list-style-type: none"> • Persistence in relation to behaviours listed under level 3 • Children excluding each other because of looks, colour, race, belief, gender or disability • Any form of repeated bullying (see policy) • Stealing • Serious injury to someone else with intent • Verbal abuse to an adult (of any sort) • Incidents of a sexual nature 	<ul style="list-style-type: none"> • Send to member of SLT. • Enter incident onto CPOMS • Parents informed (Detailed letter and phone call) • Possible exclusion • Possible reduced timetable • Possible intervention from other agencies, e.g. Police, social workers etc. • Possible intervention from Governors
<p>5 Extremely Serious</p>	<p>Persistence in relation to behaviours listed under level 4</p> <p><input type="checkbox"/> Possession of harmful substances or weapon</p>	<ul style="list-style-type: none"> • Permanent exclusion • Enter incident onto CPOMS

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Restorative approach: The Restorative Five

To be used after a behaviour incident, when calm has been restored and reflection time allowed. Should be delivered in an informal and friendly way.

(Select up to 5)

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?

6.5 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/carers (see appendix 3 for a behaviour log)

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.

6.6 Confiscation and searching

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

Further information can be seen in our search and confiscation policy

6.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation 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 (e.g. on a school-organised trip).

6.8 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.

6.9 Suspected criminal behaviour

The age of criminal responsibility in England, Wales and Northern Ireland is 10-years-old (Crime and Disorder Act 1998, Criminal Justice (Northern Ireland) Order 1998).

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or member of the senior leadership team, in conjunction with the relevant member of staff, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

6.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

6.12 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by an appropriate member of staff and will be removed for a maximum of one lesson.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher and parents will be informed.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Advice from professionals
- 1:1 and small group provisions
- Access to the therapy dog
- Multi-agency assessment

Staff will record these details which will include the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

6.13 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

7. Responding to misbehaviour from pupils with SEND

7.1 Recognising the impact of SEND on behaviour

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 any substantial disadvantage to a disabled pupil being 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 consider the specific circumstances and requirements of the pupil concerned.

- Short, planned movement break for a pupil with SEND who finds it difficult to sit for a long time
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training staff in understanding conditions such as autism and neurodivergence
- Use of separation spaces

7.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

7.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

7.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- › Reintegration meetings
- › Daily contact with a trusted adult
- › A report card with personalised goals

9. Pupil transition

9.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

9.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with regular training on managing behaviour, including training on:

- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour
- › CPOMS training
- › The Worthy Way
- › Behaviour policy
- › The proper use of restraint

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

11.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents.
- › Attendance, permanent exclusions and suspensions

- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

11.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and board of governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full board.

Policy author: Mrs Helen Chatterton in conjunction with working parties of staff, Governors, pupils and parents