



Behaviour Policy (including Anti-Racism, Anti-Bullying and Exclusion Policies)

Date approved: September 2019
Date of Next Review: December 2020

Article 4

Governments must do all they can to make sure every child can enjoy their rights.



Article 14

Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

This Policy applies to Wildmoor Heath School and all governors and staff of the school must abide by this policy which has been adopted in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust.

It is the responsibility of the local governing body and Headteacher of the school to ensure that their school and its staff adhere to this policy. In implementing this policy school staff must take account of any advice given to them by the Executive Headteacher and/or Board of Trustees.

This policy is subject to the GLT Student Welfare Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict, then the GLT Student Welfare Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the Executive Headteacher should be consulted.

INTRODUCTION

At Wildmoor Heath School we are committed to ensuring the safety and welfare of all pupils. Through the promotion of the school's values (REACH) and the 'Rights Respecting School (RRS) agenda, the children learn right from wrong and how to make good decisions, helping them to become good citizens, take advantage of the opportunities offered in the curriculum and to make the best possible progress. All adults working at the school recognise the importance of clearly stated boundaries for acceptable behaviour and will demonstrate consistency and fairness in applying the rules. Staff will respond promptly and firmly to pupils who test these boundaries, whilst recognising and promoting good behaviour.

The management of bullying and racist behaviour also sits within this policy, as they are both regarded as being unacceptable behaviour.

STATEMENT OF PRINCIPLES

- It is the responsibility of the whole school community to support the development of a safe, caring and supportive ethos
- The management of behaviour is underpinned by the Trust's and school's values
- The school has zero tolerance of bullying and any form of harassment
- The policy is applied fairly and consistently by all members of staff
- Sanctions are proportionate to the unacceptable behaviour
- The school actively promotes positive behaviour while dealing with unacceptable behaviour, including seeking to understand any underlying causes
- We recognise that it is the behaviour that is unacceptable, not the child
- We use praise and positive reinforcement and give replacement behaviours and strategies to help children change their behaviour
- We do not reward expected behaviour, but pupils' positive learning and social behaviour – in the classroom, in the playground, the dining room and outside of school is recognised and acknowledged
- Whilst there will be reactive responses to incidents teachers will also plan to actively promote appropriate behaviour through the curriculum both in subjects and other areas i.e. PSHE and Citizenship and Collective Worship

AIMS AND OBJECTIVES

To create and maintain an environment of mutual respect and understanding in which all pupils, parents/carers, staff and governors can participate and take responsibility for the learning process.

- To create a consistent and positive approach to behaviour management throughout the school
- To create an environment in which all pupils can feel safe, secure and respected
- To establish an ethos of accepting differences and tolerance across the school
- To help pupils understand, moderate and manage their own behaviour in ways that will be acceptable in the wider society in which they live
- To enable pupils to develop their own sense of self-worth as well as tolerance and respect for others
- Develop empathy as a means of improving behaviour

A consistent approach to behaviour management

At Wildmoor Heath school we are clear that the key to good behaviour is consistency of this policy's implementation. As a result, we train all staff on this policy and expect all staff to follow this.

The school values are displayed in every classroom. The school values are:

- Respect
- Empathy
- Aspiration
- Courage
- Honesty

At the beginning of each academic year, the class will create a class charter linked to the values of the school.

Wildmoor Heath School is a 'rights respecting school'. Children are taught the school's values and about their rights under the UN Convention on the Rights of the Child and how to respect the rights of others. They are encouraged to play a role in establishing and maintaining good and outstanding behaviour:

- The School Council reviews the behaviour policy and to help write whole school rules (e.g. playground and lunchtime rules, use of adventure playground)
- Creating class behaviour charters each September
- Not accepting poor behaviour
 - o Reminding peers about expectations
 - o Helping others to make good choices
- Taking personal responsibility for their own actions and behaviour – look, listen, let yourself learn

RECOGNITION OF GOOD BEHAVIOUR

At Wildmoor Heath, we believe that rewarding good behaviour is the best way to promote positive behaviours in the school. This can take different forms and some of these are stated below.

- 1) Verbal praise (Making it explicit as to what the child has done right. Thank the child in front of the class so they can all see that positive behaviour is praised and recognised and show explicitly how that has impacted on others). The following are some examples of what that could look like.
 - I felt really proud of you when I heard
 - I feel really pleased and encouraged that you made the right choice.
 - I respect your honesty and thank you.
 - I want to thank you for your cooperation. I really appreciate it
- 2) Responsibility in the classroom or wider school (i.e. collecting the register, 'Prefects'). Make it explicit that they have received this as a result of positive behaviour
- 3) Speaking to the parent about their good behaviour at the end of the day. This will also allow the parent to hear the positive language and how this has affected others

- 4) 'Star of the week' certificate highlighting how the child has demonstrated the school values
- 5) House Points (for demonstrating the school's values)

CONSEQUENCES (SANCTIONS)

Sanction	Type of behaviour e.g.	Action
1. Verbal reminder/ look	Low level disruption Time wasting Not following instructions first time	Ensure that the children are reminded of school rules and give tips on how they can be followed. E.g. Maybe you could try
2. Formal verbal warning	Low level disruption Time wasting Not following instructions first time	Ensure that the language used in this warning is emotive
3. Loss of playtime (10 minutes)	Persistence of behaviours in 2. Name calling Damaging school property Rude to an adult Bad language	Behaviour logged by class teacher on SIMS Victim expresses how they feel about the behaviour they have experienced Child completes a behaviour reflection sheet with class teacher
4. Loss of whole playtime/ Lunchtime	Persistence of behaviours in 3. Persistent Name calling Damaging school property Rude to an adult Bad language	Behaviour logged by class teacher on SIMS Victim expresses how they feel about the behaviour they have experienced Child completes a behaviour reflection sheet with class teacher Informal meeting with parents
5. Sent to member of SLT + loss of playtime	Persistence of behaviours from 3 and steps 3 and 4 already been taken.	Behaviour logged by class teacher on SIMS Victim expresses how they feel about the behaviour they have experienced Child completes a behaviour reflection sheet with SLT member Informal meeting with parents
6. Sent to the head teacher + loss of playtime	Persistence of above behaviours and all other steps have been taken	Behaviour logged by class teacher on SIMS

	Violence	Victim expresses how they feel about the behaviour they have experienced
	Theft	Child completes a behaviour reflection sheet with headteacher
	Damaging school property	Formal meeting with parents
		Behaviour plan in place to avoid escalated sanction

The sanctions listed above are not an exhaustive list and other sanctions can be used if appropriate. For example, children could have given privileges removed such as use of play equipment and football at break time. If the sanctions listed above are not effective and behaviour becomes persistent or a concern to the welfare of children or adults then other sanctions should be considered. Other sanctions include:

1. Lunchtime exclusion
2. Fixed term exclusion (including internal exclusions)
3. Permanent exclusion

Please note exclusions are a last resort and the procedure will follow Trust and national guidelines (<https://www.gov.uk/government/publications/school-exclusion> – See Appendix 2).

If the behaviour does not improve then the SENCO and parents must be involved in discussions regarding further information gathering, target setting, strategies and review dates. A behaviour management plan should be put in place. It may be that a Boxall Profile is completed and / or a referral to the Educational Psychologist or Behaviour Support Service is made to support the child concerned.

Verbal warning

When giving a verbal warning, adults should use a consistent language. It is important that the adults use emotive language about how their behaviour is effecting others.

- I am disappointed that you are Please can you stop?
- I am upset by what has just happened because..... Please do not do that again.
- I feel that (describe action) was very disrespectful. Please stop doing that.
- You are making (person's name) feel By doing that so can you please stop.

Reflection time

At Wildmoor Heath we believe that it is important to reflect on the behaviour that the child has exhibited and use it as a learning experience. For this to happen and for the children to deeply understand the consequences of their actions, the victim must explain to the perpetrator what upset them and how the behaviour made them feel. In most cases this will be another child however this could be an adult. The victim, depending on their confidence, can describe how the behaviour has made them feel verbally to the perpetrator or written down. Once this step has been completed the perpetrator will need to complete the reflection sheet (See appendix 4).

Lunch and break time

During lunch and break times, the children are expected to exhibit the school values. If a child does not follow the school values they will be sent to the 'Timeout station' (outside the office) where they

complete the reflection sheet. This should take approximately 15 minutes to complete. This sheet is then passed on to the class teacher and it is their responsibility to log this on SIMS.

Recording the behaviour

While the pupil is completing the reflection sheet the teacher will log the behaviour in SIMS (See appendix 6 for SIMS codes). Senior leaders will then analyse the data generated and implement plans to improve this. Logging the behaviour also allows the school to monitor the behaviour of individuals and analyse the typical behaviours that are being shown. Using this information, class teachers can put individual behaviour strategies in place e.g reward chart, time out station.

CONFLICT MANAGEMENT

If an incident is reported, both pupils should be given the opportunity to put forward their side of events (especially if it was not observed by an adult). The children should be reminded to tell the truth because it is the right thing to do and the problem can then be sorted out. **Natural justice must be applied at all times, i.e. fairness based on what is known, not speculation.** A positive resolution with an appropriate sanction is the aim. Children should be taught these strategies in order that they will eventually use them themselves.

EXPECTATIONS OF PUPIL BEHAVIOUR OFF SITE

Wildmoor Heath School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events. Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti social behaviour reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies. When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

RECORDING AND REPORTING

1. **Inappropriate behaviour:** Only incidents resulting in a sanction greater than a Formal Verbal Warning need be recorded. These should be recorded on the Behaviour Record.
2. **Bullying:** All incidents of bullying must be reported to the Headteacher. The Headteacher will regularly report incidents to the Local Governing Body and other bodies as appropriate.
3. **Racial, sexual or homophobic abuse or harassment:** All incidents of harassment must be reported to the Headteacher. The Headteacher will regularly report incidents to the Local Governing Body and other bodies as appropriate.

SEND AND VULNERABLE PUPILS

School staff will recognise the needs of SEND pupils with respect to this policy, accepting that these pupils may need more mediation, discussions and guidelines in comply with the policy. Leaders accept that for some pupils this may take some time and that adults may need to spend time discussing good / bad choices with pupils. School staff will ensure that parents of SEND pupils are aware of the school's policy and are kept apprised of their child's behavioural responses at school. There may be a need to 'catch the child being good' frequently, as well as using other strategies, such as reward charts, timeout breaks, 'Lego' play breaks, etc. to respond to the child's sensory needs.

This may also apply to vulnerable children, notably any vulnerable pupils who may have transferred to the school from another setting, and may take time to settle.

In taking account of SEND and vulnerable pupils, school staff will take every possible step to ensure that no child's behaviour disrupts the learning of others on a regular basis and that pupils who may need extra support can be supported by another adult.

REVIEW

This operation of this policy is regularly reviewed by the Senior Leadership Team (SLT) and Local Governing Body (LGB)

Appendix 1

Wildmoor Heath School Anti-Racism Policy

The pupils will be taught that racism is unacceptable and will not be tolerated.

Definition

".... any incident which is perceived to be racist by the victim or any other person." (The Macpherson Report).

"The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was racist or not [but] rather to ensure that investigations take full account of the possibility of a racist dimension to the incident" (Home Office Code of Practice).

Aims

- To educate children that racism is unacceptable and will not be tolerated.
- To ensure that all children learn with confidence in an environment that is free from racism, stereotyping and racist bullying.
- To ensure that all children have an equal share in the rising standards of educational attainment.

Examples of racist incidents:

- name calling; verbal abuse and threats; racist comments
- graffiti; bringing racist material into school
- wearing racist badges
- ridicule of others' cultural differences
- physical assault which is racially motivated
- damage which is racially motivated
- incitement to others to behave in a racist way
- refusal to co-operate with others because of their ethnic origin

Procedures:

- The Headteacher is responsible for implementing and monitoring school policy
 - The governors will take overall responsibility for the racist incidents policy and procedure.
 - Induction training for staff and governors will include the anti-racism policy.
 - Allegations will be treated seriously. Accurate records will be kept
 - Support will be given to the victim and reassurance that the matter will be investigated.
 - If the allegation is corroborated the perpetrator will be dealt with firmly - counsel as well as sanction.
 - Parents/guardians will be informed and advised of action taken.
 - Staff, governors, parents and pupils will be informed regarding this policy and its procedures.
 - Parental complaints regarding racist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, LGB, Trust).

Appendix 2

Wildmoor Heath School Anti-Bullying Policy

See also Wildmoor Heath School Council's Anti Bullying Charter.

Objectives of this Policy

Wildmoor Heath School Anti-Bullying Policy outlines what Wildmoor Heath School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of bullying

Bullying is a subjective experience and can take many forms. Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.

Examples of bullying can include (but is not limited to): name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, identifying and responding to bullying

We will:

- Expect all staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.

- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.
- Actively create “safe spaces” for vulnerable children.

Involvement of pupils / pupils

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy (this policy forms part of the Behaviour Policy)
- Complaints procedures
- Disability Equality Scheme
- The recording of racial incidents
- The teaching of Citizenship and PSHE Education
- Wildmoor Heath e-safety policy
- Wildmoor Heath inclusion policy

Monitoring & review, policy into practice

This policy is reviewed regularly by the Senior Leadership Team (SLT) and Local Governing Body (LGB). The school uses the guidance by the DfE and the Anti-Bullying Alliance to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Appendix 3

Wildmoor Heath School Exclusion Policy

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in their absence, the Deputy Headteacher). The purpose may be:

- To allow a cooling off period
- To allow schools to prepare appropriate support or seek advice from external agencies
- To signal to the young person the severity of their behaviour
- To give the school time to explore the reasons behind the young person's behaviour
- To allow an opportunity for discussion between school staff, parents and / or the Local Governing Body

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The school will consider exclusion, either Fixed Term or Permanent, in line with Guidance from DfE: <https://www.gov.uk/government/publications/school-exclusion>.

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and a serious infringement of the School's Behaviour Policy:

- Verbal abuse towards staff and/or pupils
- Actual physical violence towards pupils and/or staff
- Persistent disruptive behaviour which interferes with the learning opportunities of others
- Conduct which endangers self or others
- Illegal and unlawful activities on school site e.g. drugs, alcohol or theft
- Racial/sexual abuse
- Harassment or intimidation of pupils and/or staff

Before deciding whether to exclude a pupil the Headteacher will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Inclusion Policy and Equality Policy
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment

In reaching a decision, the Headteacher will always look at each case on its own merits and consider:

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

Pupils returning from fixed-term exclusion will be reintegrated with strategies to help provide a successful outcome. Pupils will be made aware of more serious sanctions if behaviour does not improve. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan (PSP), agreed by school, pupil and parents, may be drawn up

Appendix 4 - Reflection sheet KS2

Respect **Empathy** **Aspiration** **Courage** **Honesty**

What happened?

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How did you feel then?

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How do you feel now?

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Who has been affected by your actions?

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How did your actions make them feel?

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.....

What do you think needs to happen to make things right?

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.....
.....
.....

Signed (Pupil)

Signed (Teacher)

Appendix 5 - Reflection sheet KS1

Behaviour Reflection – KS1

Respect **Empathy** **Aspiration** **Courage** **Honesty**

Draw a picture of what happened.

How did you feel?



happy



Sad



angry



worried



scared

How did the other person involved feel?



happy



Sad



angry



worried



scared

What could you have done differently?

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.....

.....

Signed (Pupil)

Signed (Teacher)

Appendix 6 - SIMS logging Categories

Behaviour Types	Location	Time
- Violence – Adult	- Classroom	- Before school
- Violence Child	- Dining Hall	- 9.00-10.30
- Bullying	- Reception	- Break time
- Damage to property	- Playing Field	- 10.45 – 12.15
- Defiance	- In corridor	- Lunch Time
- Disruption to learning	- Playground	- 1.15 – 2.15
- Inappropriate behaviour	- Toilets	- 2.15 – 3.15
- Verbal insult – adult		- After school
- Verbal insult – child		
- Persistent Homework failure		
- Racist incident		
- Theft		

These will be updated where necessary.

Amended behaviour policy in response to COVID -19 and the re-opening of school from Sept 1st 2020

Rationale

This addendum has been created in response to the current Corona virus pandemic and the guidance from the Government to fully re-open schools on 1st September. This addendum aims to ensure the safety of all children and adults when returning to school as this remains our school's highest priority.

Staff expectations

Teachers who are leading the class will create a new class charter, alongside the children, stating clear rules and guidelines to follow when in school. Teachers will consistently follow the main behaviour policy for the school whilst understanding the emotional needs of the children returning.

Class Charter Rules

The wording of the rules below will be different depending on age, however the messages will be consistent for all children across the school.

- 1) Children will follow instructions, given by an adult, first time.
- 2) Children will remain seated in the classroom unless teacher permission is given
- 3) Children will follow their health and safety guidelines (Yellow document)
- 4) Children will follow the guidelines in place for personal hygiene.
- 5) Children will be responsible for packing their equipment away at the end of the day

Consequences (Sanctions)

As with the main behaviour policy of the school, positive praise and reinforcement will be the main strategy for promoting positive behaviour. However, when this method does not work, normal school sanctions will be administered e.g. verbal warning, miss of break, completion of reflection sheets and where necessary meetings with parents.