

GOVERNORS' STATEMENT OF BEHAVIOUR PRINCIPLES

For Great Waltham C of E Primary School



Purpose and Rationale

This Statement has been prepared in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body). The purpose of this statement is to provide guidance for the Headteacher in establishing the Behaviour and Anti-Bullying Policy at Great Waltham C of E Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance. This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour and Anti-Bullying Policy, though they must take account of these principles when formulating this. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (2022). The Behaviour and Antibullying Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Statement adopted by Staff and Governors:	September 2022
To be reviewed:	September 2023

Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- As a church school we promote honesty, empathy and love, allowing children to take ownership over their mistakes and to say sorry for behaviours that impact others.
- Pupils are helped to take responsibility for their actions and to reflect upon their behaviour.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy.
- We seek to give every child a sense of personal responsibility for his/her own actions.
- The school will develop and instil a set of Life Long Values and expectations that will support and nurture responsible behaviour in our children.
- The school recognises that some children need more support in managing their behaviour and will seek to provide this through resources, training and deploying staff appropriately.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school and in seeking this partnership, governors will expect parents to actively and constructively work with the school to support their children.
- Where it considers it appropriate the school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- Reasonable force is only used when the safety of pupils and / or adults is at risk.
- The behaviour policy is understood by parents, pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

Behaviour and Anti-Bullying Policy



1) Introduction

Great Waltham C of E VC Primary School is committed to positive behaviour management as part of a whole school policy. We believe that being aware of each child's needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of all children and aim to minimise disruption while helping children acquire self-discipline. Reinforcing positive behaviour helps our children feel good about themselves and creates an enabling environment for learning. Learning to behave appropriately is a developmental task that requires support, encouragement, teaching and setting the correct example. We value the importance of good relationships and stress the worth of personal and social education as a means of fostering the values of mutual respect, self-discipline and social responsibility which underline good behaviour.

The Aims and Life-Long Values of the school will underpin this policy and stakeholders will use the school's values to reinforce good behaviour and minimise poor conduct.

Aims and Values for Great Waltham C of E VC Primary School

'Let Our Light Shine'

We aim to live as Jesus shows us. We **ASPIRE** for all our children to be confident, happy and caring individuals who develop a love of learning and of life, living responsibly in God's World.

'Do to others as you would have them do to you'

Luke 6:31

The school's Life-Long Values are (ASPIRE):

Aspiration
Strength
Perseverance
Integrity
Responsibility
Empathy

2) Aims of this policy

- ✓ To define acceptable standards of behaviour.
- ✓ To create an environment which encourages and reinforces good behaviour.
- ✓ To promote self-esteem, self-discipline and positive relationships.
- ✓ To ensure that the school's expectations and strategies are widely known and understood.
- ✓ To encourage the involvement of both home and school in the implementation of this policy

We consider that:

- ✓ Children have the right to learn and play in a friendly, helpful and safe environment.
- ✓ Parents have the right to feel welcome and know that their children are safe and well cared for.
- ✓ Staff have the right to feel safe and to be treated with courtesy and respect.

We believe:

- ✓ Working in active partnership with parents is the most effective way of helping children to learn and to behave positively.
- ✓ Behaviour is learned in the same way as any other attitude or skill and children need to be taught.
- ✓ Learning to behave appropriately and to gain social skills is a very important part of children's social, personal and emotional development.
- ✓ Learning in this area supports all other forms of learning, and builds sociability, confidence and independence.

Children are encouraged to:

- ✓ Show consideration and respect for others, their surroundings and property.
- ✓ Work hard and do their best.
- ✓ Become an active, independent and responsible citizen, contributing positively to the community and society.

3) Our expectations for positive behaviour – Reward Systems

We encourage the development of positive behaviour and attitudes in the children in our school. This is so that parents, children, governors and teachers can all work together to take pride in Great Waltham C of E VC Primary School.

Adults are to be good role models, simply by setting a good example at all times. We use the behaviour strategy consistently, in order to reward good behaviour, helpfulness and effort. Children are rewarded in a variety of ways:

- Staff congratulate children.
- Staff give children house points.
- 'ASPIRE' Awards are given to children achieving excellence in any of the 6 Life Long Values. Their names are entered into a half-termly prize draw.
- Each week one child is chosen from each class for 'Hot Chocolate Friday' where they are given a drink as a treat at the end of a Friday afternoon.
- Every half-term two children from each class are selected as Platinum Award winners – for outstanding attitude / effort in school. Each child is given a certificate and wrist band.
- All classes have an opportunity to lead class assemblies, showcasing good effort and attitudes to school.

Children are awarded house points as a reward for positive conduct and attitude in school; examples being:

- Trying their best - hard work and good work.
- Exhibiting exemplary behaviour.
- Being polite.
- Sharing with and caring for others.

These are recorded in class and weekly totals are given in assembly to promote a positive environment.

For outstanding examples of attitudes/behaviour that relate to our ASPIRE theme children are given 1 achievement point which are recorded and monitored on CPOMS. These equate to 10 house points and wherever possible will also be represented by a certificate in Celebration (or other) Assembly. These points are kept electronically and provide an accurate log of a child's effort and attitude over time. This information can be shared with parents to reinforce positive attitudes. Children can also receive house points for certain certificates awarded in Celebration Assembly; this can be for effort, outstanding work, presentation, conduct etc.

Fitting in with the school ethos, we take pride in awarding rewards and certificates and the children take pride in receiving them. This is reinforced by positive comments by staff, governors and parents as they see children walking around the school with their stickers and seeing their certificates being awarded or displayed.

4) Our expectations for positive behaviour –

We believe that when children follow our school values they will exhibit good behaviour. To support this each class will agree at the start of each school year a set of ‘rules’ to follow for the year. These are age appropriate and help support children at different stages of their education.

Teachers will talk about the rules with their class and ‘class rules’ must be positive (i.e. avoiding the ‘don’t’ statements). Children should be involved in making the class rules and guided to consider why rules are made.

5) Our expectations for positive behaviour - Dealing with misbehaviour

A minority of children experience difficulty in settling to work or following the school code of conduct. We disapprove of the actions - not the child. We follow the procedure below, unless somebody is put in danger or totally unacceptable behaviour is displayed, in which case the matters will be referred directly to the headteacher.

Each class uses a ‘Learning Ladder’; all children’s names are placed in a green section to denote that they are behaving and learning appropriately. In accordance with our focus on positive behaviour and rewards all pupils have the opportunity to move ‘up’ the ladder into bronze / silver / gold sections. These have associated rewards and children in the gold section are eligible for our half-termly Platinum Award. If they break a rule, which is usually after a verbal warning they are placed in the amber section – this is an official ‘warning’. Further transgressions lead to placement in the red section – this results in a ‘class sanction’. Serious transgressions (e.g physical aggression) and consistent poor behaviour may result in a behavioural log being added to the child’s electronic record on CPOMS. Only the green, bronze, silver and gold sections are visible in class. The amber and red sections are recorded privately and shared with parents / carers when necessary.

Behaviour / Attitude Ladder

GOLD OUTSTANDING		
SILVER	WOW	
BRONZE	GREAT	
GREEN	READY TO LEARN	
AMBER	REFLECTION TIME	
RED	SANCTION	

Examples of poor behaviour that can lead to placement in the 'red' or a behavioural log being created:

- Constant low level disruption.
- Inadequate work / effort.
- Insolence.
- Defiance.
- Physical aggression.
- Bullying.
- Any discriminatory behaviour including but not limited to sexism, racism and homophobia
- Inappropriate language or actions.
- Damage to property / equipment.

If an incident is logged on to a child's record, a behaviour point is added. The system of sanctions is clearly structured:

- For low level disruption refer to the traffic light system which can also lead to a sanction at the teacher's discretion.
- Children who are regularly on the red traffic light can incur a behaviour point if they do not change their behaviour.
- 1 behavioural point in one week – the child will lose playtime and/or lunchtime and the school will inform the parents. **Sanction at the teacher's discretion.**
- 2 points over two weeks – the matter will be referred to the SLT / headteacher and there will be communication with the parents, which may involve a meeting.

When situations arise anywhere in the school, we:

- Employ tactical ignoring (e.g. praising appropriate behaviour of other children).
- Establish eye contact.
- Have a personal quiet word.
- Give a verbal warning.
- Seek support from a colleague.
- Refer the problem to a senior teacher.
- Refer the problem to the headteacher.
- Contact the parents and seek an interview with them (after consultation with headteacher).

Most situations can be resolved using the methods listed above. However, if they are unsuccessful then appropriate strategies are arranged after discussion between the teacher, headteacher, parent, and with the involvement of outside agencies such as educational psychologist or counsellor if necessary. The headteacher and governors do have the power to suspend or exclude children from school as a last resort – see section 10.

6) Our expectations for positive behaviour - Dealing with bullying

Any reports of bullying are taken seriously. Incidents are investigated with the aim that matters should be resolved immediately. The school policy, agreed by governors is:

Policy guidelines for preventing and resolving bullying

In this school we aim:

- To create an atmosphere where children, parents and staff feel happy and confident.
- For children, parents and employees to feel able to approach members of staff if they have concerns about bullying involving themselves or others.
- To take all concerns seriously and investigate the reported incident(s).
- For children to take responsibility for their own actions.

- To give children confidence to be assertive and be able to say "Don't do that. I don't like it."
- To promote the 'peer-support' role and to encourage children to take responsibility for each other.

What is bullying?

Bullying can be said to occur when a child is persistently intimidated or mistreated by another child or group of children. Bullying can take a variety of forms which include.

- physical
- verbal
- emotional
- cyber

Incidents of bullying can include:

- any discriminatory behaviour including but not limited to sexism, racism and homophobia
- name calling
- malicious gossip
- damaging or stealing property
- coercion into acts they do not wish to do
- violence and assault
- pinching/kicking
- jostling
- teasing
- intimidation
- extortion
- ostracising
- damaging school work
- damaging school/home equipment

It is not bullying when children have a one-off disagreement which is immediately resolved with (or without) adult intervention.

Prevention of bullying

We encourage a positive approach to the prevention of bullying through cross-curricular activities, particularly in PSHE and religious education.

We provide opportunities to:

- Refer to the school's aim and values and our 6 Life Long Values.
- Encourage children to talk about their feelings, both 'good' and 'bad' through:
 - stories
 - class discussions
 - assemblies
 - role play/drama
 - PSHE lessons / SEAL programme
- Use circle time (a shared class opportunity for children and teacher to talk together) to build positive behaviour and promote self-esteem.
- Promote understanding of friendship through:
 - co-operative work/play situations in and out of the classroom.
 - links between year groups which encourage a caring attitude e.g. helping younger children in the dining hall, playground, finding their way around school, paired reading etc.
 - using storybooks and poems that talk about and illustrate friendships.

understanding friendship through the Essex Religious Education syllabus - learning about yourself and others.

- Use playground equipment to give constructive activity during break times.
- Maintain a consistent approach by **all** members of staff to unacceptable behaviour.
- Treat all children fairly and equally.
- Praise positive behaviour through the school's reward system.
- Teach children to know what is acceptable/unacceptable behaviour in school and why.

Incidents of bullying may be reported by:

- a parent/guardian of a child who is being bullied.
- a child who is being bullied – pupils made aware of the 'Run, Yell, Tell' concept.
- other children not directly involved in the bullying.
- a member of staff or governor.

Procedures to follow if an incident of suspected bullying is reported:

All claims of bullying should be taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff other than the class teacher, the class teacher should be informed. The member of staff should speak to the child/children involved. This may be on an individual or group basis depending on the teacher's/member of staff's interpretation of the incident. The member of staff involved should try to ascertain the true details by:

- taking the incident seriously and keep written records where necessary.
- keeping calm - never over-react but act with calmness and fairness, even while showing displeasure with the child's/children's behaviour.
- listening to both/all sides of the reported incident.
- reassuring the victim.
- ensuring that all parties involved understand what behaviour/action is being disapproved of and why.
- being seen to treat all parties fairly and with a consistent approach.
- trying to decide on a positive course of action for all parties and for all parties to agree/understand the reasons behind the agreed action to prevent recurrence of unwanted incidents.

All suspected incidents of bullying should be reported to the school's leadership team. The member of staff involved and SLT staff member will decide whether parents should become involved.

If the reported incident is judged to be bullying then details are recorded on the SIMS system. Those details to include:

- who was involved (or alleged to be)
- where and when the event(s) happened
- what happened
- what action was taken
- how action was followed up

When incidents have been identified as bullying and a report has been made then parents of both parties should be informed and involved with the agreed course of action. It is important for school and home to work together to ensure that there is no recurrence of the incident. On rare occasions outside agencies may need to be involved to help both the bully(ies) and the victim(s). This would initially be done through the Education Psychologist and must involve the child's/children's parents at this stage. School governors may become involved in some cases if necessary. Governors will be informed by serious and substantiated incidents of bullying by the headteacher through reports and termly meetings.

7) The role of the headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by sharing and ensuring implementation of the policy, by setting the standards of behaviour. The headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

8) The role of parents

The school collaborates actively with parents so that children receive consistent messages about how to behave at home and at school. We explain the school rules in the school documents and we ask parents to read them and support them. We expect parents to support their child's learning and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions to punish a child, we would inform parents and expect them to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher then the headteacher if necessary. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

To keep the school informed of behaviour difficulties their child may be experiencing at home
Inform the school of any trauma which may affect their child's performance or behaviour at school
e.g. a death in the family/parent separation etc.

To model good behaviour and show respect for staff at all times.

9) The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

10) Fixed-term suspensions permanent exclusions

We do not wish to exclude or suspend any child from school but sometimes this may be necessary. We refer to DfE's guidance in any decision to exclude a child from school. The full document can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Only the headteacher (or the acting headteacher) has the power to exclude/suspend a child from school. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, parents will be informed immediately, giving reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal

against the decision to the governing body. The school will inform the parents how to make any such appeal.

The headteacher will inform the LA and the governing body about any permanent exclusion and about any suspensions.

The governing body itself cannot exclude/suspend a child or extend the suspension period made by the headteacher.

When a panel meets to consider an appeal against exclusion/suspension, they must consider the circumstances in which the child was excluded/suspended, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

11) Drug and alcohol-related incidents

Drug related incidents are dealt with in accordance with our Drugs Policy.

12) 7.6 Confiscation, searches, screening

Screening, confiscation and searching pupils

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

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

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

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

- Give the pupil the opportunity to ask questions Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the headteacher / deputy headteacher to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. Outer clothing includes:

Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

Desk, Lockers, Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

- What happened
- What was found, if anything

- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

13) Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The headteacher keeps a record (on SIMS) of any child who is suspended for a fixed-term, or who is permanently excluded. The Local Authority will also be informed. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved. This policy will be monitored for its effect on different racial groups within school.

14) Further Guidance

1. Keeping Children Safe (DfE, 2022)
2. Reducing the Need for Restraint and Restrictive Intervention (DfE, 2019)
3. Use of Reasonable Force (DfE, 2013)
4. Behaviour in school (DfE, 2022)
5. Exclusion and suspension from schools (DfE, 2022)
- <https://www.gov.uk/government/publications/school-exclusion>
6. Searching, screening and confiscation (DfE, 2018)
7. Positive environments where children can flourish (Ofsted 2018, updated 2021)
8. Creating a Culture: how school leaders can optimise behaviour (DfE, 2017)

Policy adopted by Governors:	September 2022
To be reviewed:	September 2025