



## **The Schools of Woolton Hill**

Behaviour Policy

September 2024

Reviewed by Paul Davies

Approved by Governing Body: September 2024

Next Review: September 2025



# The Schools of Woolton Hill

## **Governing Body Guiding Principles**

It is the duty of the Governing body to:

- a. Provide written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils
- b. To notify the head teacher and give her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

In creating a guiding set of principles, we have taken consideration and advice from the following documents:

Behaviour and Discipline in schools Guidance for Governing Bodies

Use of Reasonable Force - advice for head teachers, staff and governing bodies: July 2013

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Behaviour and discipline in schools Advice for headteachers and school staff (Feb 2014)

## **Guiding Principles**

- Promote positive behaviour for children to create the best environment for learning.
- Promote high levels of expectation for behaviour by all members of the school community both on and off site when identifiable as a pupil of the school.
- Governors expect the staff to adhere to the standards of conduct within the Teachers standards to the highest level.

<http://www.education.gov.uk/a00205581/teachers-standards1-sep-2012> and will follow the Hampshire procedures for misconduct.

- Governors Principles are underpinned by their obligation to promote the welfare of children in accordance with the Education Act 2011
- The Governing body support the application of the process

of exclusion

<http://www.education.hants.gov.uk/intranet/policies/exclusions/index.php>

- The Governors support the school policy on the use of reasonable force. This will help ensure that staff can be confident of the governing body's support if they follow that guidance.

## **Introduction**

This document is a statement of the aims and strategies for ensuring positive behaviour within our school and it outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour across The Schools of Woolton Hill.

It is a working document designed to enhance the development of positive relationships between children, adults in the school, parents and other members of the wider school community.

It is a primary aim of our Federation that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on the Christian ethos of mutual trust and respect for all. The Federation behaviour policy is designed to encourage pupils to behave with integrity and co-operate consistently well with each other, where all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

'Do unto others as you would have them do unto you'  
Matthew 7. 12

## **Rationale**

At The Woolton Hill Schools, we believe that the Federation has a responsibility to promote the spiritual, cultural, mental, emotional and physical development of the children. We believe that as a community we have a responsibility to lay firm foundations on which our children can build and learn, enabling them to eventually participate and contribute to the wider society.

It is our belief that an effective discipline policy is one that nurtures children towards self-belief, high self-esteem and self-discipline this is nurtured through developing positive relationships and high expectations for behaviour.

The success of the policy is dependent on the involvement and commitment of all members of the community. All staff are responsible for behaviour and for ensuring fair and consistent implementation of the policy.

### Aims

- To provide a calm and effective learning environment
- To ensure that all members of the school community are treated fairly and with respect (where we define fairness as not about everyone getting the same (equality) but about everyone getting what they need (equity)).
- To empower pupils to take increasing responsibility for their actions and understand the impact of their behaviour on others
- To encourage pupils to offer solutions to problems through a choices and consequence approach
- To encourage children to reflect on the Christian values of the schools and to use these in their daily life

### Our Federation Code of Conduct

Across our Federation, we have a very simple set of rules (ABC):

- We accept that instructions must be followed (Accept)**
- We behave in a polite and respectful way (Behave)**
- We care for everyone and everything (Care)**

We believe that behaviour is a form of communication, this helps staff to see that behaviour is a communication of an emotional need (whether conscious or unconscious). Keeping this in mind helps us to respond accordingly with non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

Our ethos is one of Positive Behaviour Management build on the foundations of positive relationships with children. We believe that children need to be taught expected behaviours through a consistent approach and adults acting as role models. It is our belief that behaviour can be changed or re-learned. We aim to teach children how to be considerate and self-disciplined individuals. Reinforcing positive behaviour through our teaching and through recognition, and when appropriate applying consequences according to our graduated approach (see below) is an important part of our approach.

## **Recognition**

Used consistently and fairly throughout the Federation; staff praise and reward children for good behaviour in many different ways, verbally, in Celebration Assembly, certificates and house points. At St Thomas' children follow the 'Peg Up' system and can move through Stage 1 to Stage 4 throughout the school day. At WHJS children are rewarded with an instant House Point (1 as a time and reason given).

	WHJS	St Thomas'
Stage 1	Verbal - Well done	Verbal - Well done
Stage 2	House points (1HP) - Moving forward with Learning - (Individualised)	Sticker
Stage 3	N/A	House points (1HP) - Moving forward with Learning - (Individualised)
Stage 4	N/A	Wow Certificate (handed out in class and sent home to celebrate with parents)

## **Celebration**

Across the Federation excellent behaviour is celebrated through Celebration Assemblies and the Federation Newsletter. House Point totals are collected every week and shared with the children in Celebration Assembly on a Friday. Each half term the winning House has a non-uniform day.

## **Consequences**

Children are responsible for their own behaviour therefore consequences are a result of a choice a child has made. Where applicable, before a consequence is given a child must be given the opportunity to turn their behaviour around using the language of choices. However, there may be occasions when the behaviour displayed results in an immediate consequence.

When issuing consequences, we will begin by using the **three step approach**. Consequences given will be:

- Related - being clear about why we are doing this
- Respectful - it is being done to help the child; not as a punishment
- Reasonable -the consequence must be proportionate to the behaviour

	WHJS	St Thomas'
Stage 1	Verbal reminder	Verbal reminder
Stage 2	Verbal warning If you choose to ... then you are choosing to ..... •	Verbal warning If you choose to ... then you are choosing to ..... •
Stage 3	Timeout (differentiated - to a maximum of 15 minutes) Think SEN/Behaviour plans (strategy cards) Parents informed	Timeout (differentiated - to a maximum of 7 minutes) Think SEN/Behaviour plans (strategy card) Parents informed
Stage 4	Individualised plans (SLT/EHT)	Individualised plans (SLT/EHT)

We recognise that most pupils' behaviours can be dealt with within this framework, more extreme behaviours will need the involvement of the SLT. These are outlined in Appendix 1.

### **Individual Pupil Needs**

The School of Woolton Hill recognise that pupils have individual needs. Whilst we seek to apply the above system of recognition and consequence fairly and consistently, for some children the above approach is not appropriate and will

not work. Where children have identified needs around their behaviour the Federation will put in place an Individual Behaviour Plan (IBP) that follows the graduated approach to behaviour management as set out in Appendix 2.

Our Attachment and Trauma Aware training promotes a resilience and evidence-based model that provides a framework for supporting children to focus on positive interactions and develop positive relationships that shape behaviour. This is summarised by the acronym **PACE** (Dan Hughes):

**PLAYFULNESS** is about creating an atmosphere of interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

**ACCEPTANCE** is about actively communicating to the child that you accept their feelings, thoughts and perceptions that are underneath the outward behaviour. Accepting a child makes them feel secure and safe.

**CURIOSITY** is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement.

**EMPATHY** is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

### **Responsibilities**

It is the responsibility of the child to:

- Work hard and to the best of their ability
- Show a desire to achieve and please.
- Use time wisely
- Talk to each other politely and in a courteous manner.
- Demonstrate quiet, orderly behaviour around the school.
- Accept responsibility for personal behaviour and to apologise when necessary.
- Show respect, care and kindness for others
- Show respect and care of belongings and surroundings.
- Respond appropriately to any adult
- On the playground have fun but play safely and sensibly respecting others games and space.
- Avoid arguments and fights so that there is no rough behaviour, fighting, kicking, punching, name calling and refer to an adult for their help if necessary

It is the responsibility of staff to:

- Build positive relationships with all children.
- Being positive role models for pupils to follow and ensuring that they are fully aware of the behaviour that is expected in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it
- Establishing and maintaining high expectations at all times and praising when expectations are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner.
- Consistently promoting positive social behaviour: "treat others as we would like to be treated"
- Facilitate learning about relationships and behaviour
- Try different approaches to behaviour management to meet the needs of individual children (using an assess, plan, do approach).

It is the responsibility of parents to:

- Support their child in following the school Code of Conduct (ABC)
- Support and reinforce the school rules and in its aims

It is the responsibility of senior leaders and the Governors to:

- Create a positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Support staff to develop positive relationships with children and other adults in school
- Promote the use of rewards and consequences systems which promote good behaviour ensuring that no pupil will be discriminated against regarding race, religion, culture or other individual need and ensuring the safety of all
- Ensure regular and clear communication with parents/carers about the role they are expected to play in the development of their child's behaviour at school. Regularity depending on need. Also reflected in Home School agreement.
- Develop effective monitoring and review of behaviour throughout the school



- Record and monitor incidents of a serious nature, taking steps to ensure that they do not re-occur
- Ensure regular training on a whole school basis and for individuals.

### **Bullying**

Bullying is not tolerated in any way, shape or form across the Schools of Woolton Hill.

In most definitions of bullying there are three key characteristics. These are that bullying is:

1. ongoing (it is not the same as conflict between two equals or random unprovoked aggressive acts);
2. deliberate;
3. unequal - it involves a power imbalance (this can result from size, number, higher status, or as a result of having access to limited resources).

The range of behaviour that is unacceptable and constitutes bullying is as follows:

- Physical - pushing, kicking, hitting, pinching, any form of violence, threats.
- Verbal - name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional - tormenting, threatening ridicule, humiliation, exclusion from groups or activities
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, abusive comments.
- Religious - abusive comments, ridicule, exclusion, taunts.

As far as is reasonably practical the structures and procedures embedded in this policy prevent bullying. However, it is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos.

When a disclosure is made it is always treated seriously.

Children who are being bullied at school will not always be prepared to tell those in authority. For those children unable to inform staff about their problem, observations regarding specific behaviour patterns should ensure it is picked up.

All staff use their knowledge of the children to identify changes in their behaviour that might indicate bullying, and report any suspicion of bullying to a senior member of staff.

Children are encouraged to be open with their parents who can then pass on concerns to the school.

### **Exclusion**

A decision to exclude a child is taken only:

- in response to serious breaches of the Behaviour Policy, e.g. continued unacceptable behaviour, unwillingness to conform or co-operate
- if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Exclusion is an extreme sanction and only the Executive Headteacher, or nominated teacher in the Head's absence, may exclude for a fixed period or on a permanent basis. In most cases, a fixed term exclusion will be used.

Exclusion, whether as an internal exclusion, for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour e.g. persistent disobedient and/or rude behaviour.

This is not an exhaustive list and there may be other situations where the Executive Headteacher makes the judgement that exclusion is an appropriate sanction.

Before a child is excluded, in most cases a range of alternative strategies will have been tried and appropriate sanctions established in an effort to discourage re-occurrence of the behaviour problems.

Pastoral support may have been provided for the child and parents kept informed of the situation. Upon re-offence, implementation of the exclusion process will begin, after an investigation of the incident has been completed.

When a decision is taken to exclude a child:

- the parent/guardian of the child is informed immediately (by telephone or in person) and told of the period of exclusion, the reason for exclusion, that representation can be made to the governing body about the exclusion and the way in which that representation can be made;
- the Executive Headteacher writes to the parent within one school day of the decision confirming all the above information and including details for the continuing education of the child (setting and marking of work) and the right of the parent to see the child's school record;
- the governing body and LEA are informed immediately (NB when the exclusion is for more than five school days in any one term this is a legal requirement);

The responsibilities of the governing body are laid out in "The School Standards and Framework Act 1998" and these are adhered to in cases of exclusion. The following links are also useful.

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.hants.gov.uk/educationandlearning/educationinclusion/service/exclusion>

### **The use of Restrictive Physical Intervention**

At The Schools of Woolton Hill we will follow DFE - Use of reasonable force Advice for Headteachers Staff and Governors [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355362/use\\_of\\_reasonable\\_force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

#### **DFE Guidance on Reasonable Force states that:**

Reasonable in the circumstances means using no more force than is necessary. 'Force is usually used to either control or refrain'

'Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint means to hold back physically or to bring a pupil under control' 'All members of staff have a legal power to use reasonable force'

At The Schools of Woolton Hill De-escalation of a situation is always the first strategy:

- Remain Calm
- Ensure the SLT is informed and that additional adults can attend
- Remove the rest of the class from the situation
- Talk calmly to the child - listen to responses
- Allow time to calm the situation - do not get into an argument - get another adult to ask questions if appropriate.

Restraint of children may be used to:

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

### **Recording Incidents**

CPOMS is used to record behaviour incidents and ensure that all relevant staff are informed.

## Appendix 1: SLT Referral

Behaviours dealt with through 'Stepped Consequences'	Referral to SLT
<p>Leaving the classroom - phone parents &amp; CPOMS            Refusal to co-operate            Ignoring instructions            Not coming when asked            Not stopping when asked            Inappropriate use of equipment            Not collecting equipment            Answering an adult back            Going into out of bound areas            Arguing with peers            Not in view of an adult            Boisterous playing            Sparring            Teasing            Pushing or pushing in a line            Wasting time            Being noisy            Running inside            Spitting on the floor            Interrupting            Calling / shouting out            Arguing            Uncooperative            Name calling            Inappropriate or rude language or gesture            Lying            Rudeness            Arguing back to staff            Refusal to follow instructions            Swearing at pupils            Squabbles            Retaliating (parents' orders)            Kicking            Graffiti            Loss of control or temper            Threatening peers            Spitting at others            Stealing from peers            Leaving or threatening to leave the building (returns promptly)</p>	<p>Threatening to leave school premises without permission            Deliberately and violently hurting peers            Repeated bullying, racism or other discrimination            Outright defiance            Fighting/aggressive violence            Causing a mark that remains on a child till home time            Excessive swearing            Damaging property deliberately or theft from school            Dangerous refusal to follow instructions            Racial or homophobic abuse            Physical abuse -leaving a mark            Swearing at staff            Biting</p>

## Appendix 2: Graduated approach to Behaviour Management

At The Schools of Woolton Hill all children are treated with dignity and respect as unique individuals, and this includes our approach to supporting learning behaviour and conduct.

Tiers A-C	Profile of the child	Strategies and Approaches at school	Role of parents	Role of child	Consequences as a result of behaviour could include:
<b>Child A</b> is able to self-regulate without support	<ul style="list-style-type: none"> <li>Generally outstanding behaviour;</li> <li>Occasional deviation from expected code of conduct;</li> <li>Understands and able to follow the expected code of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>School behaviour policy/code of conduct;</li> <li>Discussion with child to identify what may be worrying/upsetting them;</li> <li>Discuss strategies to equip them to manage the situation;</li> <li>Instant validation/praise from making 'the right choice' (self-regulation);</li> <li>Informal discussion with parent as necessary (phone or in person).</li> </ul>	<ul style="list-style-type: none"> <li>Attend parent progress meetings including feedback about behaviour;</li> <li>Provide support at home with homework;</li> <li>Inform the school of any circumstances which may be causing anxiety e.g. change in family circumstances/bereavement which may lead to a change in behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Follow the school code of conduct both in lessons and during break and lunchtimes;</li> <li>Talk to an adult about what happened and be truthful about your role in the situation;</li> <li>Accept the consequences and learn from the situation;</li> <li>Talk to a trusted adult in school if you are upset or worried about anything.</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation following an incident;</li> <li>Providing a written or verbal apology explaining what you are sorry for following the restorative conversation;</li> <li>Class teacher will have a discussion with your parents.</li> <li>Missed break</li> </ul>
<b>Child B</b> is able to self-regulate with some support	<ul style="list-style-type: none"> <li>Occasional deviation from expected code of conduct;</li> <li>Behaviour in lessons distracts others;</li> <li>Refusal to complete learning tasks;</li> <li>Difficulty with social interaction during structured and/or unstructured times can lead to conflict - verbal and/or physical</li> </ul>	In addition to approaches in A above: <ul style="list-style-type: none"> <li>Class teacher arrange formal discussion with parents outlining concerns;</li> <li>Additional support strategies put in place during lessons/unstructured times;</li> <li>Teacher arrange discussion with SENCo or SLT for advice on strategies to put in place;</li> <li>Employ de-escalation strategies;</li> <li>Implement visual time table;</li> <li>Introduce 'pay back' for lost learning time;</li> <li>Monitor and introduce a Support Plan if behaviour continues to be a cause for concern after a given period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Attend regular meetings with the class teacher as required (daily/weekly/half termly);</li> <li>Understand that the child may be required to make up lost learning time;</li> <li>Share successful home strategies with school and vice/versa;</li> </ul>	<ul style="list-style-type: none"> <li>Talk to an adult about what happened and be truthful about your role in the situation;</li> <li>Accept the consequences and learn from the situation;</li> <li>Talk to a trusted adult in school if you are upset or worried about anything;</li> <li>Make up lost learning time</li> </ul>	<ul style="list-style-type: none"> <li>Restorative conversation following an incident;</li> <li>Providing a written or verbal apology explaining what they are sorry for following the restorative conversation;</li> <li>The teacher will have a discussion with your parents.</li> <li>Missed break when appropriate</li> </ul>
<b>Child C</b> requires significant support to self-regulate owing to a diagnosed underlying	<ul style="list-style-type: none"> <li>Does not have the capacity to understand or abide by the code of conduct during structured and/or unstructured time without significant support;</li> </ul>	In addition to approaches in B above: <ul style="list-style-type: none"> <li>SLT/SENCo and Class teacher meet with parents to outline concerns and establish frequency of contact going forward;</li> <li>Referrals and/or assessments carried out by appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Attend meetings with SLT/SENCo/class teacher;</li> <li>Consent to additional assessments/referrals by external agencies/professionals;</li> <li>Understand and consent to the measures/targets</li> </ul>	<ul style="list-style-type: none"> <li>Use your visual time-table and Now/Next board;</li> <li>An adult will help you to explain what happened and it is important you try to be truthful about</li> </ul>	<ul style="list-style-type: none"> <li>Alternative arrangements at break/lunch to minimise sensory overwhelm and/or potential social conflict;</li> </ul>

<p>Social, Emotional or Mental Health Need</p>	<ul style="list-style-type: none"> <li>Limited language for social communication makes it difficult to express feelings appropriately;</li> <li>Requires significant modifications set out within an individualised support plan;</li> <li>Possible extreme behaviours including physical and/or verbal;</li> </ul>	<p>professionals with parental consent;</p> <ul style="list-style-type: none"> <li>Outcomes/strategies/advice developed into an individual Support Plan;</li> <li>Use a visual time table/Now-Next board;</li> <li>Complete a risk assessment;</li> <li>Complete a Nurture/ELSA Assessment/Action Plan for individual support</li> <li>Reduced hours may be recommended as a strategy to ensure time in school is a positive experience and reduce the risk of exclusion;</li> </ul>	<p>outlined in the Individual Support Plan;</p> <ul style="list-style-type: none"> <li>Attend meetings if necessary with professionals from other agencies;</li> <li>Give consent for reduced hours to reduce the risk of exclusion;</li> </ul>	<p>your role in the situation - they may use a comic strip/speech bubbles to help you if you don't have the communication skills to explain;</p> <ul style="list-style-type: none"> <li>The adult will help you understand the consequences of what has happened;</li> <li>Talk to a trusted adult in school if you are upset or worried about anything if you are able to;</li> </ul>	<ul style="list-style-type: none"> <li>The CT/SLT will have a discussion with your parents;</li> <li>In extreme circumstances where there has been a serious physical/verbal assault or damage to school property, a <b>fixed-term</b> exclusion will be issued by the EHT;</li> </ul>
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