



# Positive Behaviour Management Policy

**Date: September 2022**

**To be reviewed: September 2023**

## **Adoption of the Policy**

This Policy has been adopted by the LGB of Whipton Barton Federation: July 2023

**Signed:**

**Chair of the LGB**









**Date:**

## POLICY NAME: Positive Behaviour Management Policy

Policy Prepared by: Louise Moretta

Document date	Filename	Meeting submitted	Summary of changes required
05.10.21	WBF Positive Behaviour Management Policy	Whole Staff Training October 2021	New policy
		October 2021 LGB Meeting	Review to include section about Sexual Abuse and Harassment.
1 <sup>st</sup> September 2022	WBF Positive Behaviour Management Policy	October 2022 LGB	6 Federation rules to 7 Federation 'choices.' Reset after two unacceptable then lunch/break detention. Introduction of house points. Removal of positive behaviour time.
1 <sup>st</sup> January 2023	WBF Positive Behaviour Management Policy		Addendum – children in years 5 and 6 will not reset in another class after an 'unacceptable' – instead they will be immediately given a detention.
1 <sup>st</sup> July 2023	WBF Positive Behaviour Management Policy		Federation CHOICES updated Unacceptable and detentions updated Rational, aims, Bullying and Discrimination, Suspension, PEX, Restraint and Complaints sections added.

Other relevant Whipton Barton Federation policies include:

-  [Equality Policy](#)
-  [Special Educational Needs and Disability \(SEND\) Policy](#)
-  [Anti-Bullying Policy](#)
-  [Whipton Barton Federation Uniform Policy](#)
-  [Ted Wragg Trust Exclusion Policy](#)
-  [Ted Wragg Trust Attendance Policy](#)
-  [Ted Wragg Trust Supporting Pupils at School with Medical Conditions Policy](#)
-  [Computer/Mobile Device use and Online Policy - Pupils](#)

**Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

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## Positive Behaviour Management Policy

We believe that good behaviour is exemplified by our seven Federation 'choices.' These are:





1. **C** - We are **caring** towards each other and our school.
2. **H** - We are **honest** and take responsibility.
3. **O** - We are **organised** and ready to learn.
4. **I** - We are **inclusive**, kind and welcoming.
5. **C** - We are **curious**, ask questions and challenge ourselves.
6. **E** - We are **engaged** in our learning and listen carefully.
7. **S** - We move around the school quietly, **safely** and **smartly**.

We believe that the benefits of good behaviour are that:

### **Children:**

-  learn what good behaviour means
-  learn to care for others
-  feel happy and safe
-  learn to be good friends
-  develop self-confidence
-  do as well as possible in their learning




### **Staff:**

-  able to build quality relationships with children
-  teach effectively without disruptions
-  meet the needs of all children
-  work positively with Parents/Carers

### **Parents/Carers:**

-  feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children, irrespective of race, religion, culture, ability, gender or disability, learn:

-  to be **increasingly confident and independent** – to care for themselves, to be responsible for their personal safety, to develop self-esteem, to take responsibility for their own actions and to take pride in their achievements;
-  to **value others and their similarities and differences**, to empathise with and respect their feelings, to care for and co-operate with others, and to enjoy and respect their achievements
-  to develop a feeling of **corporate responsibility** by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

### The Federation works to achieve these aims by:

- 🌍 developing **quality relationships** between children and our staffing team
- 🌍 Ensure a staffing team who **care for and care about** children as individuals and their families
- 🌍 planning a **broad and balanced curriculum** which will develop to the full, each child's intellectual, physical, spiritual, moral, social and cultural development;
- 🌍 **structuring activities and routines** to enable children to behave in a positive and appropriate manner for their age and stage of development;
- 🌍 providing **clearly-defined and consistent boundaries** which are carefully explained to the children;
- 🌍 acting as **role-models** by demonstrating the positive behaviour we wish to encourage among the children;
- 🌍 providing a **supportive environment** where appropriate behaviour is encouraged, noticed and praised.

### In the Classroom

Careful classroom organisation encourages positive and appropriate behaviour. The behaviour of all adults in the school, including visitors, will influence the behaviour of the children. At Whipton Barton Federation we aim to be **fair and consistent** and **to set realistic expectations. Praise and encouragement are given for appropriate behaviour.**

We believe it is necessary to define, both by **example and by explanation**, what constitutes **appropriate behaviour**. This will occur as part of **normal classroom SMSC and Curriculum** learning and also at times **when inappropriate behaviour has occurred.**

The children will be expected to:

- 🌍 follow the seven Federation Choices;
- 🌍 engage in discussions with their talk partner and peers;
- 🌍 ask permission to go to the toilet;
- 🌍 stay in their seats during learning time;
- 🌍 demonstrate STAR.












## In the Federation

Children are encouraged to feel an **ownership and responsibility for the school as a whole** – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the Federation.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and break out spaces. This means working or moving around the Federation quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety.

Children only move from their classrooms with the permission of, or under the supervision of, an adult. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This should also be consistently modelled by adults.

### Movement around the Federation – suggested procedures for large groups:

-  **Teacher should stand at the front** of the line and **Teaching Assistant at the back;**
-  Call the group together using the Team Stop;
-  Give out any **instructions** and set **expectations** using the 1-2-3 model;
-  Make sure all children are **settled, jumpers on** (or in trays) and **shirts tucked in** before setting off;
-  Use set points to **walk to and wait** to ensure no gaps in the line i.e. foot of stairs, corners, doors etc.;
-  Encourage a child to **hold the door for others** to pass through (thank them for this and the child is to respond "you're welcome");
-  Walk to the **left-hand side of the stairs;**
-  Expect everyone to **pick up fallen articles** of clothing or debris as they pass rather than walk over them (thank /reward children for doing this);
-  Encourage the **concept of personal space** (in due course this should lead to sensible self-disciplined movement around school as the children mature);
-  On **entering the Hall**, the Teacher should stop at the doors and ensure all children are silent, at this point they will be led into the Hall;
-  During Assembly times, children are encouraged to **enter and leave the hall in a quiet and calm manner, listen carefully** and **respond appropriately** during acts of collective worship.

When children are moving independently in the corridor, they must always follow the Federation Choice: 'We move around the school quietly, safely and smartly.'

At lunchtimes, children are encouraged by the lunchtime staff to behave in a quiet and controlled manner and to remain seated while eating.

### **In the Playground**

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others' safety and feelings. It is the responsibility of the Teachers and Teaching Assistants on playground duty at break time to supervise the children and monitor behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Key Stage Leader may be informed if any behaviour has caused particular concern.



During the lunchtime, the lunchtime staff assume responsibility for the children but the Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the lunchtime staff arrange appropriate supervision of, and activities, for the children.

As part of the Positive Behaviour Management Policy, a **sanction** for breaking the Federation Choices can include **loss of break and/or lunchtime**. In this instance, the child will remain with the teacher on duty or a member of the Senior Leadership Team. Children should only be brought in from the playground in extreme circumstances e.g. a child has been seriously hurt. If children are not following the Federation Choices on the playground, lunchtime staff will need to address this on the playground and complete a behaviour slip to inform the class teacher at the end of lunch.

Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher or Team Leader to discuss ways of supporting the Federation. Parents/Carers may be alerted to the possibility of their child being sent home for lunch for a period of time, unless their child's behaviour improves. If such a sanction is necessary, the school will contact Parents/Carers and discuss arrangements.

### **Our overall aim is to create a positive learning experience for every child.**

The Federation's Policy is to **draw attention to**, and **give specific praise for**, positive and appropriate behaviour and, wherever possible, to note - but give no positive attention to - unacceptable behaviour. This is achieved by the following:

-  using the **positive language** of the Federation Choices;
-  providing a **well-organised and stimulating classroom** and curriculum;

- 🌍 sharing **successes verbally** with other children and adults;
- 🌍 sharing **successes during class and whole-school assemblies**;
- 🌍 giving **Class Dojos, House Points, lunchtime reward tokens, certificates and Headteacher Celebrations** to celebrate **specific successes**;
- 🌍 **focusing on** and **praising appropriate behaviour**;
- 🌍 **making praise specific**, e.g. "I'm really pleased you have shared the points today" to a child who finds co-operation difficult;
- 🌍 speaking to **children quietly and calmly**;
- 🌍 **speaking** to children **courteously**, without the use of **sarcasm**.

## **Behaviour Management**

### **Behaviour System**

The children must be aware of **the rewards system** that is in place and the **consequences**, which are used to help children to think about their behaviour and to develop a positive attitude towards learning in the Federation. The **Behaviour Chart, Federation Choices** and **Marvellous Manners** should be clearly displayed in each classroom.

### **Rewards and Sanctions**

We praise and reward children for good behaviour in a variety of ways:

- 🌍 Staff **congratulate** and **praise** children;
- 🌍 Staff award '**Class Dojos**' to children for **learning, excellent attitudes** towards learning and **academic success**;
- 🌍 Staff award '**House Points**' for **fantastic behaviour**, in line with the Federation Choices, and Marvellous Manners;
- 🌍 Lunchtime staff award '**Positive Lunchtime Tokens**' to reward children who are following the Federation Choices at lunchtime;
- 🌍 Each week, we nominate a child from each class to receive the '**Star Learner of the Week**';
- 🌍 **Headteacher's Celebration** for an excellent piece of academic learning and/or 5 super choices.
- 🌍 Each half term a child is nominated from each class to receive the '**Subject Star Learner**' certificate.
- 🌍 At the end of each academic year, a child from each class is nominated for '**Star of the Year.**'



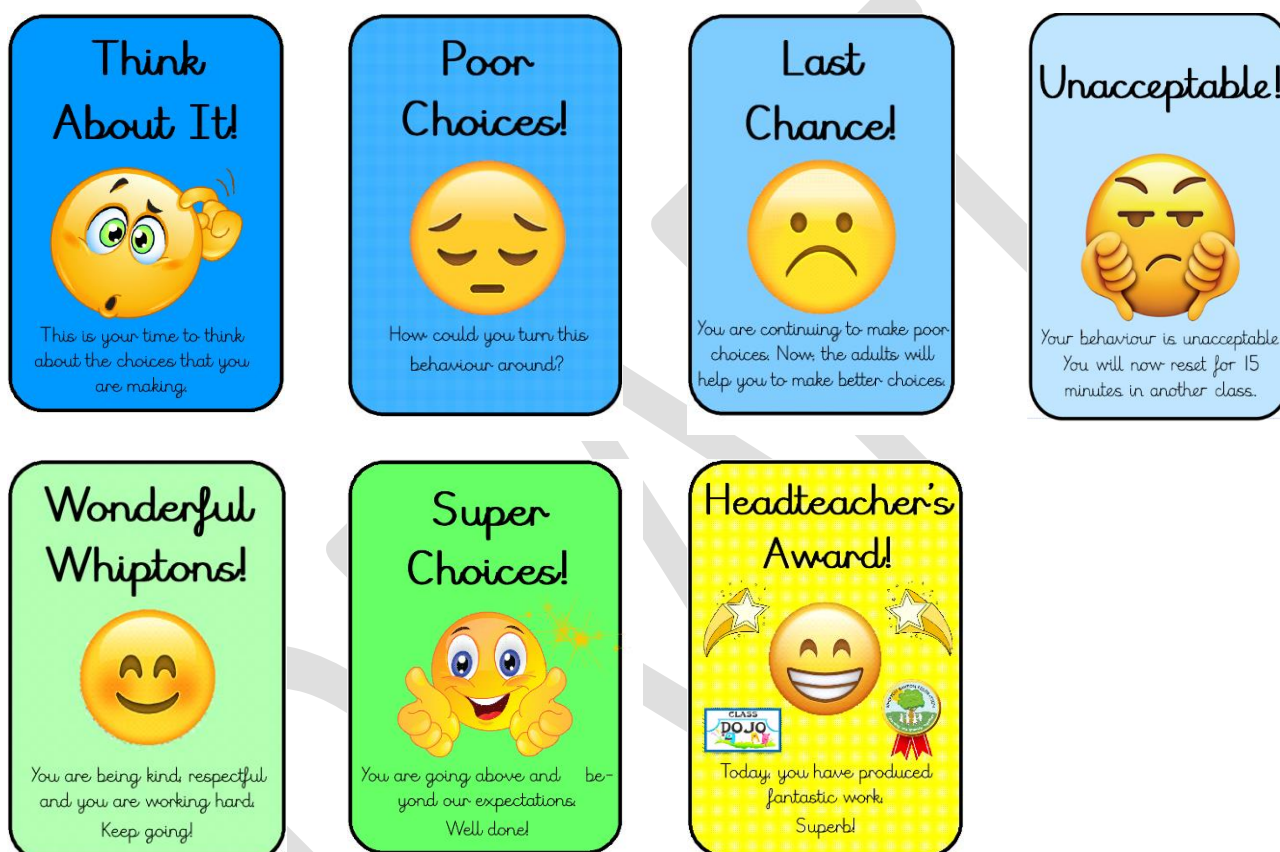
The Federation employs a **number of sanctions** to support the school choices, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

**Approaches for Positive Behaviour:** (cards referred to displayed below)

1. We begin by giving the child **'The Look.'** Staff will celebrate, acknowledge **and reward** good behaviour being displayed by other children around the child;
2. Identify the child displaying the negative behavior, show the **'Think About It'** card. Name the behavior and explain this is a time to think about the choices they are making;
3. If the poor behaviour continues or subsequent Federation Choices are broken then child is shown the **'Poor Choices'** card, the behaviour is named and the adult encourages the child to consider how they can turn the behaviour around (for example, the child may choose to move seats);
4. If the poor behaviour continues or subsequent Federation Choices are broken then show the **'Last Chance'** card. The adult will name the behaviour and explain that as they are continuing to make a poor choice, action will now be taken by the adult, e.g. the adult will make the decision that the child needs to sit elsewhere;
5. If the poor behaviour continues or subsequent Federation Choices are broken then show the **'Unacceptable Behaviour'** card. Reception and Key Stage 1 children will reset for 15 minutes in another classroom in their phase. Work will be provided by the class teacher. Children in KS2 will receive a break and/or lunchtime detention when they reach unacceptable.
6. In Key Stage 1, if unacceptable behaviour continues when the child returns to class they will receive a break and/or lunchtime detention. The class teacher will meet with the parent to discuss.
7. When a child receives an unacceptable or a detention, this must be recorded by the teacher who has made this final decision. The teacher needs to speak to the parent at the end of the day or by phone. Children will be provided with a reflection task during detention.
8. If a child receives three **'Unacceptable Behaviour Cards'** in one week, they will receive a 30 minute after-school detention.
9. If a child receives **three detentions in a term**, the teacher will arrange a face to face meeting with the parent.
10. If a child receives **five detentions in a term**, the Key Stage Leader will meet with the parent/carer.
11. If detentions continue after the Key Stage Leader has met with the parent/carer, the parent will be invited to meet with the Executive Headteacher.

Negative behaviour before school, at break time, at lunch time or after school may result in sanctions being given by the Meal Time Assistants or Teaching Assistants; this is then passed on to teaching staff and may lead to an Unacceptable, but this is down to the **discretion of the class teacher** and other **Senior Leaders**.

At the start of the academic year, the Federation Choices will be explained, set out and displayed in each class. In this way, every child in the Federation knows the standard of behaviour that we expect in our Federation.



### **Early Years and Foundation Stage**

Whilst children are in the Early Years, they are learning about what behaviours are right and wrong and are starting to develop the ability to understand the consequences of their choices. They develop self-regulation and executive functioning which allows them to inhibit impulsive behaviours, regulate strong feelings, be patient for what they want and plan what to do next. Language development is central to self-regulation as children use language to guide their actions. The development of social skills and self-regulation is key to our curriculum and it is our responsibility to model our Federation rules and support our Early Years children to work within them, at a level appropriate for each stage of their development.

## The Federation Choices

All our Choices are made with safety and consideration for others in mind. All Federation Choices are discussed with the children then displayed in classrooms.










The Federation Choices are:

Federation Choices	Learners will...	Which enables...	Which prevents...
We are <b>caring</b> towards each other and our school.	be thoughtful be respectful be kind be considerate take pride in their school	children to be polite, take responsibility for their actions and how their behaviour impacts on others.	<ul style="list-style-type: none"> <li>☹ unkind behaviour including upsetting comments or physically hurting others.</li> <li>☹ damage to personal property or the school environment.</li> </ul>
We are <b>honest</b> and take responsibility.	use marvellous manners be collaborative take responsibility be pleasant towards each other	children to contribute to a positive and safe school community and be good citizens for the future.	<ul style="list-style-type: none"> <li>☹ dishonest behaviour, lack of personal responsibility and a blame culture.</li> </ul>
We are <b>organised</b> and ready to learn.	be focused on their learning be motivated try their best be proud of their achievements	children to develop a positive 'growth mindset' by contributing to their learning and becoming more independent.	<ul style="list-style-type: none"> <li>☹ children's behaviour disrupting the lessons and learning</li> <li>☹ distractions which will impact on progress in the lessons</li> </ul>
We are <b>inclusive</b> , kind and welcoming.	understand and welcome individuals regardless of their race, gender or individual needs	Children to develop respect, tolerance, empathy and understanding.	<ul style="list-style-type: none"> <li>☹ prejudice, indifference or a lack of tolerance</li> </ul>
We are <b>curious</b> , ask questions and challenge ourselves.	take part in discussions, ask questions, make observations and comment on what they are learning.	children to develop a healthy curiosity, build resilience and see difference as something to celebrate.	<ul style="list-style-type: none"> <li>☹ children getting stuck in a 'fixed mindset'</li> </ul>
We are <b>engaged</b> in our learning and listen carefully.	show initiative participate in the lessons and school life show STAR	children to secure a 'can do' attitude to learning and embrace a challenge.	<ul style="list-style-type: none"> <li>☹ disruptive behaviour due to a lack of interest in the lessons.</li> </ul>
We move around the school quietly, <b>safely</b> and <b>smartly</b> .	use marvellous manners be self-disciplined take responsibility and pride in their appearance use an appropriate voice for being inside and be calm	children to understand the expected behaviour for inside school. Children to be physically safe when moving around the school site.	<ul style="list-style-type: none"> <li>☹ risk of injury on the school site.</li> <li>☹ children's learning being disrupted.</li> <li>☹ the school environment being too noisy.</li> </ul>

They will be displayed in classrooms like this:



What the children can expect from staff:

-  Fairness with clear expectations
-  An understanding of each child's individual needs
-  Positive role models
-  Be approachable
-  A trauma informed approach to interactions
-  Consistency
-  Exciting and engaging learning to support all children
-  To be spoken to in a calm, caring and respectful manner
-  Confidentiality when appropriate

### **Marvellous Manners**

The use of 'Marvellous Manners' is crucial to the children developing into well-rounded individuals and will be encouraged at all times. Members of staff will also use Marvellous Manners when they are communicating with each other and the children, ensuring that they are excellent role models

for the learners of the Federation. Marvellous Manners will be displayed in each classroom, communal areas and in the corridors around the Federation as a reminder.

### **Parental Involvement**

The development of positive behaviour patterns and self-discipline is seen to be a gradual process, which begins at home. The Federation welcomes the interest and close involvement of Parents/Carers and we hope that Parents/Carers will support the Federation's Positive Behaviour Management Policy.

Whipton Barton Federation has a structured programme, which ensures that Parents/Carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. This is through thresholding in the playground every day of the week and formal Parents/Carers Meetings, which take place twice a year.

Informal contact with parents, before and after school, is encouraged but Parents/Carers are invited to discuss more specific concerns with class teachers, or the Team Leader by appointment, if at all possible.

If a child's behaviour gives particular cause for concern, Parents/Carers will be involved as soon as possible. Parents/Carers are invited to work with the Federation in order to support the child to develop appropriate behaviour. Parents/Carers will also be invited to a meeting with the class teacher following their child receiving an 'Unacceptable Behaviour' card. A second 'Unacceptable Behaviour' card will lead to a meeting with a Senior Leader.

Children who persistently have difficulties with their behaviour and have diagnosed additional needs, will have a personal behaviour plan, agreed with the Parents/Carers, staff and the child.

If a behaviour problem is severe or recurring, exclusion procedures may be implemented, following correct procedures.

### **Behaviour Care Plans**

Some children will sit outside of the normal Positive Behaviour Policy due to individual needs, however these are only to be considered in specialised cases alongside the SLT with particular emphasis on the SENDCo.

We believe that:

- 🌍 All children have a right to education and behaviour that challenges us should not be a barrier to this.
- 🌍 Children's behaviour is predominantly a result of past and current life experiences. Our approaches to supporting and managing children's behaviour should reflect this.
- 🌍 Our behaviour policy should work for all children but we recognise that some children require additional support.

To support this we will:

- 🌍 Hold a Behaviour Care Plan (BCP) strategy and review meetings chaired by the SENDCo and including other adults who work with the child. These meetings will agree the BCP, which will clearly identify behaviours, triggers, and strategies including emergency procedure to enable staff to deal effectively with the child's additional needs and potentially dangerous behaviours. Children who have a BCP will be part of the warning/behaviour report card system, with reasonable adjustments made, in discussion with the SENDCo and senior staff. Reasonable adjustments and appropriate systems will be agreed at the BCP planning meetings.
- 🌍 BCP's will be shared with Parents/Carers once agreed.
- 🌍 Ensure all adults in the Federation understand how to support children with additional needs, through individual pupil reviews and regular monitoring of the BCPs by the SENDCo / SLT.

### **Bullying**

At school name our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. We aim to encourage the school community values of Resilience, Respect, Forgiveness, Teamwork, Honesty and Perseverance, where difference is valued. The school aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.










To establish an ethos where pupils set a good example to others; encourage all members of our school community to recognise bullying; acknowledge its unacceptability and report it, we have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.



Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:




-  Emotional harm;
-  Physical harm;
-  Social bullying;
-  Social media;
-  Threatening behaviour;
-  Name calling;
-  Sexting;
-  Cyber bullying; and
-  Sexual exploitation.

Bullying can impact on a pupils' attendance and attainment at Whipton Barton Federation, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations at Whipton Barton Federation and work with our community to ensure that our pupils have a sense of pride and feel happy and safe to be a part of Whipton Barton Federation.

### **Sexual harassment and Online Sexual Abuse**

Whipton Barton Federation takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where students are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Whipton Barton Federation aims to prepare students for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

-  Healthy and respectful relationships, including consent;
-  Gender roles, stereotyping, equality, diversity;
-  Body confidence and self-esteem;

- 🌍 Prejudiced behaviour;
- 🌍 That sexual harassment and violence is always wrong; and
- 🌍 Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all students involved taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a students' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

- 🌍 Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- 🌍 Sexual 'jokes' or taunting;
- 🌍 Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images; and
- 🌍 Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats.

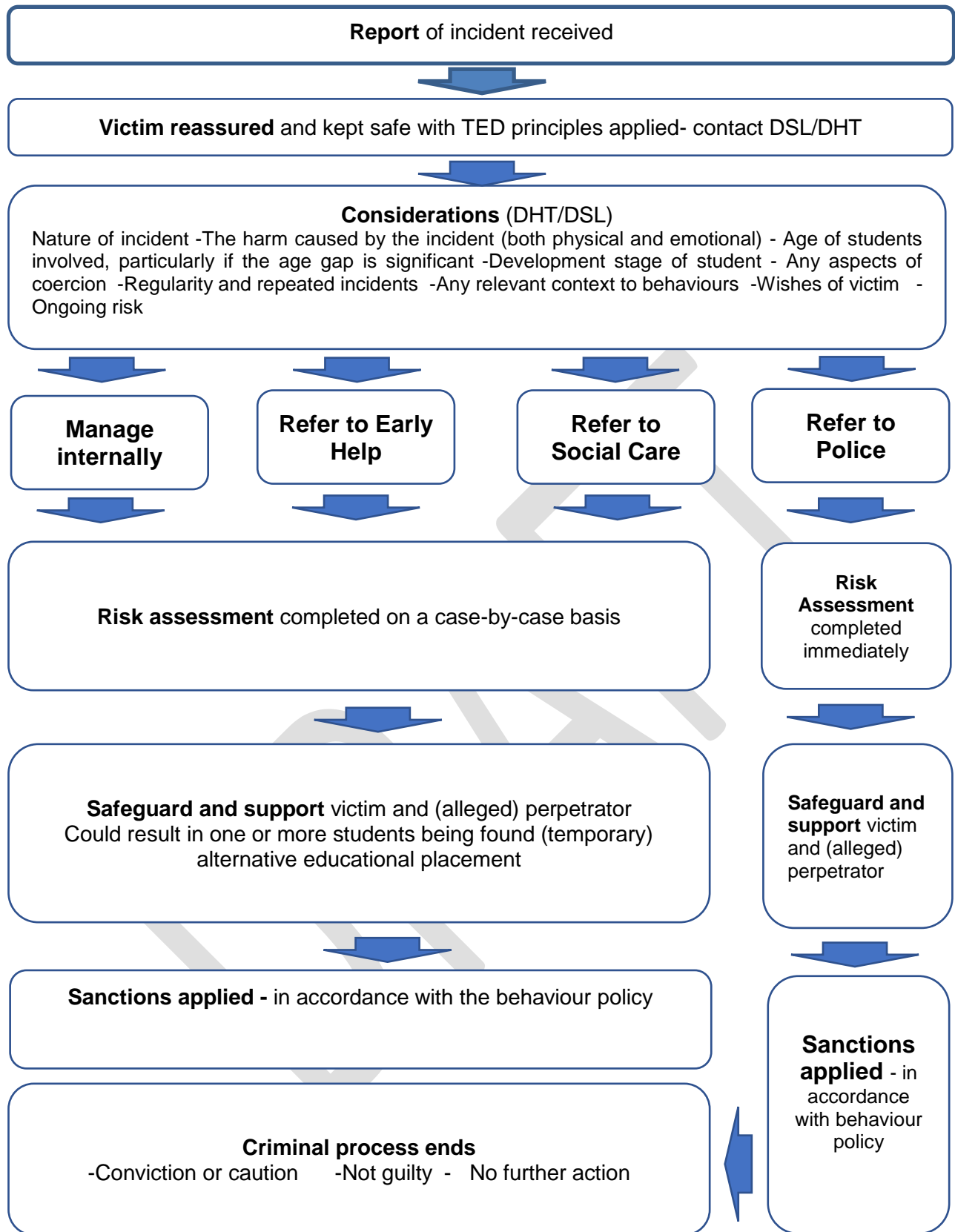
Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- 🌍 Rape;
- 🌍 Assault by Penetration;
- 🌍 Sexual Assault; and
- 🌍 Causing someone to engage in sexual activity without consent.

Whipton Barton Federation will follow the process below when incidents are reported.





Whipton Barton Federation recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- 🌍 Nature of incident;
- 🌍 The harm caused by the incident (both physical and emotional);
- 🌍 Age of students involved, particularly if the age gap is significant;
- 🌍 Development stage of student;
- 🌍 Any aspects of coercion;
- 🌍 Regularity and repeated incidents;
- 🌍 Any relevant context to behaviours;
- 🌍 Wishes of victim; and
- 🌍 Ongoing risk.

Whipton Barton Federation will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Whipton Barton Federation will apply the full range of sanctions available to any student responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- 🌍 Restorative meeting;
- 🌍 Behaviour contract;
- 🌍 Detention
- 🌍 Reset;
- 🌍 Suspension;
- 🌍 Managed move;
- 🌍 Permanent exclusion; and
- 🌍 Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Whipton Barton Federation will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect students. Ultimately, Whipton Barton Federation will balance the victim's wishes with our duty to protect the

victim and other students within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

### **Suspension**

We will endeavour to avoid exclusion wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention to be appropriate. All exclusions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a student may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

A re-integration meeting will take place at the earliest available time on the first day the student is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required.









### **Permanent Exclusion (PEX)**

A decision to exclude a student permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable students.

A serious breach of the school's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

-  assault or attempted assault on staff;
-  violent assault- including any form of filming, sharing and distribution;
-  sexual assault, harassment or exploitation;
-  drug-related activity/paraphernalia;
-  criminal or terrorist activity;
-  carrying a weapon or dangerous object;
-  extremely dangerous/risky behaviour; and
-  setting off the school fire alarm.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that students are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

For detailed information on Permanent Exclusion please see Ted Wragg Trust Exclusion policy.

### **Consistent Expectations**

Consistency is hard to achieve in any organisation, we recognise that it is key when creating an outstanding learning environment. Pupils are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Pupils will be expected to follow the uniform policies at all times. If a pupil is unable to meet uniform expectations an alternative will be offered (if possible), refusal to accept the alternative will be viewed as defiance and the pupil may be given a sanction.

### **Maintaining a Positive Learning Environment**

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task pupil can often be redirected through praise of a neighbouring pupil who is working and behaving appropriately. When staff do feel the need to resort to formal last chance and staged sanctions, they are committed to doing so in a calm, non-confrontational and professional manner at all times.

### **Search and Confiscation**

The school follows government advice when confiscating items from students which is outlined in the document '[Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.](#)' July 2022.

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g.












photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Students wearing any accessories or jewellery which do not follow the school uniform policy can expect to have these items confiscated. Any confiscated item will be available for collection at the end of the school day. Where a student is unable to immediately rectify a uniform issue e.g. Hair dye or false nails parents will be informed and given the opportunity to rectify the issue.

Where students repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for teachers. Students may also be asked not to bring items to school at all e.g. mobile phone and bag searches used to support this. For repeated offences of this nature, parents will be asked to collect confiscated items.

Students with smoking/vaping materials, including electronic devices and fluid will have these confiscated. They will also be issued with a sanction for bringing such materials on to the school premises. Students will also receive sanctions for smoking/vaping near the school, and if they are recognisable as a School Student on their way to and from school.

Students must not bring any of the items listed below on to the school premises. The school will automatically confiscate any of the items below and has the power to search students with or without consent. There may also be severe penalties for students with these items, including permanent exclusion. The following are some examples, but not limited to:

-  knives or weapons;
-  alcohol;
-  illegal drugs;
-  stolen items;
-  tobacco, filters and cigarette papers;
-  fireworks;
-  pornographic images;
-  any article that the member of staff 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 student). This would include: matches, lighters, 'legal highs', and laser pens;
-  E-cigarettes/fluid;
-  fizzy drinks;
-  energy drinks;

- 🌍 hot water bottles;
- 🌍 pictures of staff or students taken without appropriate consent; and
- 🌍 medication which has not been accounted for under the medication policy.

School staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

Search protocol - key points:

- a. Searches should only be carried out by a member of staff of the same gender as the student being searched. There MUST always be a witness – wherever possible a member of the same gender as the student.
- b. Always seek to gain consent of students to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask students to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

### **Use of reasonable force**

The school is strongly against the use of force against students and the advice to all staff is to seek support and advice in a difficult situation before using force. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without force and to manage any difficult situation calmly. The school follows the guidance below from the DFE: '[Use of reasonable force. Advice for Headteachers, staff and governing bodies](#)'. July 2013

Some points to note in this guidance:

#### **What is reasonable force?**

- a. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
- b. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

- c. 'Reasonable in the circumstances' means using no more force than is needed.
- d. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- e. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- f. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

### **Who can use reasonable force?**






All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a school organised visit.

### **When can reasonable force be used?**

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control students or to restrain them. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **Schools can use reasonable force to:**

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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

## Schools cannot:

- 🌍 use force as a punishment – it is always unlawful to use force as a punishment.

## **Student conduct outside the school premises**

We aim to prepare pupils for a life beyond education. Whipton Barton Federation therefore reserves the right to apply all aspects of this policy to pupils recognisable as Whipton Barton Federation pupils (not just by their uniform) even if they are outside of the Whipton Barton Federation grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance '[Behaviour in Schools - Advice for headteachers and school staff](#)' July 2022.

Teachers have a statutory power to discipline pupils for misbehaving outside of the Whipton Barton Federation premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' The School may apply sanctions to a student for any misbehaviour when the child is:

- 🌍 taking part in any school-organised or school-related activity;
- 🌍 travelling to or from school;
- 🌍 wearing school uniform; and
- 🌍 in some other way identifiable as a student at the school.

At any time, whether the conditions above apply, that:

- 🌍 could have repercussions for the orderly running of the school;
- 🌍 poses a threat to another student or member of the public; or
- 🌍 could adversely affect the reputation of the school.

The School is committed to ensuring our students act as positive ambassadors for us. We expect the following:

- 🌍 good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- 🌍 good behaviour on the way to and from school;
- 🌍 positive behaviour which does not threaten the health and safety of our students, staff or members of the public;
- 🌍 reassurance to members of the public about school care and control over students in order to protect the reputation of the school; and
- 🌍 protection for individual staff and students from harmful conduct by students when not on the school site including online/social media.



The same behaviour expectations for students on the school premises apply to off-site behaviour.

### **Sanctions and disciplinary action as a result of poor behaviour off the school premises**

Sanctions may be given for poor behaviour off the school premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- 🌍 the severity of the misbehaviour;
- 🌍 the extent to which the reputation of the school has been affected;
- 🌍 whether students were directly identifiable as being members of the School;
- 🌍 the extent to which the behaviour in question would have repercussions for the orderly running of the School and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff);
- 🌍 whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- 🌍 whether the misbehaviour was whilst the students was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the student is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other students in the future.

### **Wilful and Accidental Damage**

Our approach is as follows:

- 🌍 If damage is accidental, providing this is the first incident involving a particular student, there will be no charge levied on the student.
- 🌍 If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the school will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- 🌍 Students causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Reset. Details of the incident will be placed on internal files.
- 🌍 If the damage is the result of a wilful act the school will consider whether there were any mitigating circumstances. Students causing wilful damage (graffiti, vandalism, etc.) will

face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Students causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The school and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

### **Behaviour of parents/carers**

We are passionately committed to building strong and positive relationships between the School and parents and carers. We are grateful for regular feedback from parents via questionnaires at parents' evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between parents/carers and school. Staff liaise closely with parents to support effective transition into the school.

All members of our School community will do everything they can to support all students, parents and carers, communicating professionally at all times.

The School has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the school will take firm action against any parents who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The School deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents will be able to

present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

### **Complaints**


Whipton Barton Federation has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our [complaints policy](#).

### **Malicious/false allegations**

Where it is concluded that a student has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the school considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. The sanctions for malicious allegations could include internal seclusion, suspension and permanent exclusion.

## Summary of Rewards and Sanctions Summary

### Rewards

Reward	When Awarded	Awarded For
Class Dojo Points	All day, every day!	<p>For showing excellent learning and academic achievement.</p> <p>Children are given Dojo Points by an adult selecting their name on the Class Dojo screen (which is displayed on the Interactive Whiteboard) or alternatively, they can select their own names.</p> <p>Dojo postcards will be sent home when a child has been rewarded for 50, 100, 250, 500, 750, 1000 and 1500 Dojo Points.</p> 
House Points	All Day, Every Day!	<p>For keeping the Federation Choices and Marvellous Manners.</p> <p>Whole school events such as Sports Day.</p> <p>Children will be given a token to add to the post box in the hall.</p> <p>House Points will be tallied each half term.</p>
Star Learner of the Week/ Star Learner of the Term/ Star Learner of the Year	Weekly/Termly/Annually in Celebration Assembly	Outstanding attitude/learning/behaviour.
Headteacher's Celebration	When Teachers/Teaching Assistants send children to the HT or other member of SLT & by the HT at anytime	An excellent piece of work.

## Sanctions

Sanction	When Used	Details
15 Minute Reset	When a child in Reception or KS1 has reached unacceptable	If a child receives an unacceptable, they are sent to another classroom within their Phase for 15 minutes. They must be sent with an adult and have work provided. The child is collected after 15 minutes by a TA/Teacher and a discussion takes place about how reset will enable them to be successful upon their return to class.
Loss of Break Time or Lunch Time	KS1 – if behaviour continues after reset. KS2 – when reaching unacceptable.	If a KS1 child's unacceptable behaviour continues after they have reset, or they refuse to go into reset, they will receive a break and/or lunchtime detention. If a KS2 child receives an unacceptable, they will receive a break and/or lunchtime detention. Once a detention has been issued, it cannot be earned back.
Immediate 'Unacceptable Behaviour' card	Serious Misbehaviour	If a child does any of the following, an immediate 'Unacceptable Behaviour' card will be issued: <ul style="list-style-type: none"> <li>🌍 Verbal or physical abuse (more than just being rude) to staff</li> <li>🌍 Leaving the Federation building without supervision of an adult</li> <li>🌍 Possession or bringing a weapon/dangerous item to the Federation</li> <li>🌍 Malicious setting off of the fire alarm</li> <li>🌍 Deliberate damage to or theft of property</li> <li>🌍 Bullying or prejudicial language directed at another child or member of staff</li> <li>🌍 Behaviour which the SLT deem to be serious</li> </ul>
Detention	Three Unacceptable Behaviour cards issued in one week	If a child receives three Unacceptable Behaviour cards in one week, they will receive 30 minute after school detention with 24 hours notice. Following the detention, the Parents/Carers will meet with a Senior Leader.

## Evaluation of Policy and Practice

The effectiveness of this Policy in achieving the stated aims will be formally reviewed in accordance with the Federation Improvement Plan, annually.