



WOOTTON PARK

'Ipsium quod faciendum est diutius durant'

Title	Behaviour Policy and Statement of Behaviour Principles
Year	2019/2020
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how learners are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homelearning
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:

- 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 learner)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular learners
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the learner code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher / tutor promptly

6. Learner Code of Conduct

Learners are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all learners to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

School Procedures – Learners

- The school will be open to secondary learners from 8.00am and primary learners from 8.35am
- If you are late for morning registration, you must report to the main office giving your reason for lateness. This will be recorded on Arbor and parents will be contacted requesting a reason for the lateness. If you miss morning or afternoon registration because of a music lesson (secondary phase) you must report to the main office who will mark your absence appropriately.
- Chewing gum is not allowed in school. Chewing gum causes damage to furniture and uniform. Any learner in possession of or using chewing gum will receive an immediate sanction including litter picking.

- Eating and drinking must be confined to the appropriately designated areas at breakfast, break and lunchtime.
- If you need to leave, the school premises between 8.35am and 3.20pm an Absence Request Form must be completed by the parent and authorised by the Principal. Once authorised parents will be notified by the school office of the outcome. The school strongly recommends all appointments to be made out of school hours wherever possible.
- If you feel unwell during the day, you should ask your teacher if you might go to the main office to see the school's first aider. You may not go home unless this is arranged via the first aider, your pastoral leader or a member of the school leadership team.
- You must leave the school premises by 4.30pm unless a member of staff is directly supervising you.
- Your belongings should be named and kept in your locker during the school day (secondary phase). If for any reason, you must bring a large sum of money to school, you must hand this to the Finance Office for safe - keeping. Learners in the primary phase will keep their belongings in their individual trays. If any money is brought into school this should be handed to the class teacher in a sealed named envelope or to the school office.

7. Rewards and Sanctions

All learners belong to one of four Houses. Learners can earn House Points by:

- Academic work / progress
- Positive behaviours, for example, being helpful and co-operative
- Service to the school and participation in enrichment activities
- Desired behaviours such as holding doors open, showing respect to all.
- Attendance levels

Learners accumulate House Points throughout the academic year. Children will be awarded certificates in recognition for this. House Points can be exchanged for rewards from the House Point shop. House points for each of the four teams will also be collated at the end of each term and a whole team reward will be provided to the team with the most points.

Recording House Points

Primary Phase - If a learner receives a House Point, they are awarded a House Point sticker, the learner's class teacher is notified and this is recorded on the Class House Point spreadsheet.

Secondary Phase – if a learner receives a House Point, the member of staff using the agreed stamp records this in the learner's School Planner.



Primary Sticker



Secondary Stamp

Honour Roll Breakfast

Following tracking and reports, tutors and class teachers will identify learners to attend an Honour Roll Breakfast where they will receive certificates to recognise outstanding academic achievement, commitment, dedication and progress. Community service and participation in enrichment will also be recognised. Parents/carers are invited to attend the event. This will happen 6 times a year at the end of each half term.

Attendance Award

If a learner has an attendance rate of 100% at the end of an academic year, then a reward will be issued to the learner. There will also be rewards issued termly for learners who attendance rate is above 98%.

Leadership Opportunities

In each year, there are opportunities for learners to take on responsibilities, including Form Captains, Charity Representatives, Year and School Council Representatives, and being a Learner Librarian. In addition, learners can be

selected, following an interview process, to be Senior Learners and Prefects. There are also opportunities to be member of the Learner Leadership Team. Post-KS3 there will be a full Prefect System, including a Head Girl and Boy and Senior Prefects with responsibilities for a area, for example.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the learner out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Community service including litter picking
- Referring the learner to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a learner 'on report'

We may use internal isolation in response to serious or persistent breaches of this policy. Learners may be sent to 'on call' during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Learners who do not attend a given detention may also be sent to 'On call'.

7.2 Off-site Behaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious Allegations

Where a learner makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the learner in accordance with this policy.

Please refer to our Safeguarding & Child Protection Policy and statement of procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour Management

8.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the learner code of conduct or their own classroom rules
- Develop a positive relationship with learners, which may include:

- Greeting learners in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Summary of actions to be taken in the Primary Phase (From Year 1 onwards)			
Level	Examples of behaviour (not an exhausted list)	Action/Follow up	Responsibility
Level 1	<ul style="list-style-type: none"> • Talking out of turn • Disrupting the learning of others • Poor work effort 	<ul style="list-style-type: none"> ✓ The Look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips etc. 	Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> • Repeat of above behaviour incident 	<ul style="list-style-type: none"> ✓ 1st verbal warning & reminder of the class charter explaining that if the behaviour continues then they will be moved to a different space within the classroom. 	Class Teacher Teaching Assistant
	<ul style="list-style-type: none"> • Repeat of above behaviour incident 	<ul style="list-style-type: none"> ✓ Learner moved away from the group within the class for a short period ✓ No child should be sent outside into the corridor. 	Class Teacher Teaching Assistant
Level 2	<ul style="list-style-type: none"> • Repeat of behaviour or incident • Poor attitude • Disrupting learning • Refusal to follow instructions • Rough behaviour/play fighting • Inappropriate language 	<ul style="list-style-type: none"> ✓ Loss of learner's free time (break/lunch). ✓ <i>Complete ABC Sheet</i> ✓ Class teacher should inform the Vice Principal/<i>Primary Assistant Principal</i> of persistent behaviour ✓ VP/P A P to learner concerned. 	Class Teacher may refer to Vice Principal or Assistant Principal who will follow up as required.
Level 3 <i>When above behaviour continues, or warrants a more severe consequence, L3 consequences apply immediately without proceeding through L1 and L2.</i>	<ul style="list-style-type: none"> • Persistence of above behaviour • Aggression • Fighting • Causing injury or harm to others (<i>accidental or otherwise</i>) • Bullying • Persistent refusal to comply • Temper Tantrum • Minor damage to property or equipment 	<ul style="list-style-type: none"> ✓ Internal exclusion – learner is moved from class to work in isolation or partner class as appropriate (<i>this could be for a set time, lesson or whole day according to severity of behaviour/ age of the child</i>). ✓ Work taken with learner or completed in lesson/own time or as homework ✓ When longer internal exclusion is required in excess of 1 session. Assistant Principal to report to Vice Principal. ✓ If a child is removed from their classroom they automatically receive reflection at playtime or lunchtime. ✓ Consider referral to SENCO/External agencies NB: L3 behaviour may result in short 1-2 day external fixed term exclusion if behaviour is repetition following a previous warning. 	Class Teacher informs Primary Assistant Vice Principal or Vice Principal Assistant Principal or Vice Principal to speak to parent.
Level 4	<ul style="list-style-type: none"> • Severe verbal or physical abuse to a child or adult causing injury • Severe persistent temper tantrums • Bullying (persistent) • Severe non-accidental damage to property or equipment 	<ul style="list-style-type: none"> ✓ Internal/external exclusion ✓ Class Teacher on duty should not leave the incident. Issue a red card and send to Vice Principal/Assistant Vice Principal who will come and remove the child from the class/situation ✓ Vice Principal/Assistant Vice Principal to complete ABC form or incident report form if necessary. ✓ Vice Principal/Assistant Vice Principal to contact learner's parents immediately to arrange a meeting ✓ Excluded learners will have a return to school meeting with the Vice Principal and parents 	Principal. Principal who will notify Chair of Governors if an external exclusion is issued.
<ul style="list-style-type: none"> • All actions should take account of individual learners as appropriate. • The SENCO should be kept informed of learners whose behaviour is a cause for concern. 			

Sanctions for Home Learning

For home learning issues, a staged response should be followed as outlined below:

	ISSUE	SANCTION	WHO
H1	Homelearning not in on time Homelearning not completed satisfactorily	Verbal warning – mark in register Due in next am (Where reasonable) Note in planner to be signed by parent Recorded on Arbor	Subject Teacher
H2	Repetition of H1 offence within 1 term	2nd verbal warning – mark in register Due in next am (Where reasonable) Phone call home by class teacher Recorded on Arbor	Subject Teacher
H3	Repetition of H2 offence within 1 term	Homework must be completed and handed in. 30 minute Lunchtime detention Teacher emails Curriculum Phone call home by class teacher Recorded on Arbor	Subject Teacher
H4	Repetition of H3 offence within 1 term in one subject area within 1 term in more than one subject area	Teacher emails Phase AP (eventually automated via arbor) 60 minute detention Recorded on Arbor Invite parents in (Subject teacher - if in one subject) Invite parents in (Phase AP - if across subjects) Compulsory attendance to home learning zone Learner on Home learning report	Subject Teacher Phase AP
H5	Repetition of H4a/b offence within 1 term in more than one subject area	PHASE AP emails SLT (eventually automated via arbor) 60 minute detention Friday PM Invite parents in to discuss Recorded on Arbor	SLT

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a learner to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in learners' possession will be confiscated. These items will not be returned to learners.

We will also confiscate any item which is harmful, distracting or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching and screening learners is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Mobile Phones

You are not allowed to use mobile phones during the school day. The school strongly recommends that mobile phones are left at home. If mobile phones are brought into school, they need to be stored in lockers throughout the school day. They need to be turned off and must not be used during break, lunchtime or until the learner has left the school site.

8.5 Learner Support

The school recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

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

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

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

9. Learner Transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those learners transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff training should be logged via BlueSky.

11. Monitoring Arrangements

This behaviour policy will be reviewed by the Principal and full governing board annually. At each review, the policy will be approved by the Principal.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Bully policy

Appendix 1: written statement of behaviour principles

- Every learner understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All learners, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to learners at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by learners 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
- Learners are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and learners' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

Appendix 2

Request for Leave

At Wootton Park School, we take pride in our high level of attendance. Taking learners out of school can be detrimental to their education and progress and permission should always be granted before removing your child from school.

Lateness

It is a parent's responsibility to ensure their children arrive at school on time. Lateness can disrupt the learning of others and can result in a learner feeling greater stress and achieving poorer outcomes.

Research shows a close link between attendance at school and a learner's achievement. Being late adds up to a loss of learning. All time out of school affects learning and achievement for learners. Please make sure your child arrives at school on time.

Minutes late per day	Equivalent of missing
5 minutes	3.4 school days a year
10 minutes	6.9 school days a year
15 minutes	10.3 school days a year
20 minutes	13.8 school days a year
30 minutes	20.7 school days a year

Medical Appointments

Where possible, every attempt should be made to arrange such appointments outside school hours. Requests for your child to be allowed out of school should be sent prior to the appointment and the correct paperwork must be completed. In the case of an emergency appointment then the school office should be notified straight away. Returning to school as quickly as possible after the appointment means that absence marks can be avoided and the appointment marked as a lateness instead.

Holiday Leave

Parents or carers do not have the right or entitlement to take their child out of school for a holiday. From September 2013, the Department for Education have amended the Pupil Registration Regulations, removing the Principal's ability to authorise leave of absence for the purpose of a family holiday. Requests for holidays in term time will not be authorised.

If the absence is not authorised and the holiday is taken anyway, the case will be referred to the Attendance Service who will issue a Penalty Notice to each parent for each child taken out of school. If the penalty is not paid within the time scale, the Attendance Service will institute legal proceedings against you in the Magistrates' Court under Section 444(1) of the Education Act 1996 for failing to ensure your child/children attend(s) school regularly.

The Principal may authorise absence in "exceptional circumstances" but this must be requested in advance using the following form. Each case will be judged on its merits and the Principal's decision is final.

Request for Leave Form

Name of Learner:	Class:
Reason for request:	
Please specify date(s) and time your child will be absent from school:	
Full name of parent or carer requesting the leave:	
This leave cannot be taken during the school holiday because:	
I also have children at: (Please insert name of school)	
Signed:	Date:

Having considered your request, your request has been:	
Approved <input type="checkbox"/>	Unauthorised <input type="checkbox"/>
Explanatory Notes:	
Signed	Date:

