



Draft - Behaviour Policy and Statement of Behaviour Principles



This policy outlines the overarching aims and processes in our Trust for ensuring pupils' behaviour is safe, respectful and supports learning. Each Academy in our Trust has developed its own approaches to behaviour management in partnership with pupils, governors, staff and parents. This is in Section 2 of this Policy.

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Section two: Weyford Nursery and Primay Academy behaviour guide.

Section three: Weyford Nursery and Primary Academy Anti-Bullying Strategy.

SECTION ONE: Trust Policy

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-Trust approach to maintaining high standards of behaviour that reflect the values of the Trust and each school
- Outline the specific principals and routines to be followed in each school to promote good behaviour, including:
 - Outline the expectations and consequences of behaviour
 - Provide a consistent approach to behaviour management that is applied equally to all pupils
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils 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

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

3. Definitions

Misbehaviour is defined as any behaviour in breach of the rules set out in each academy (Section 2)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, acts of violence or unwanted touching, harassment in person or online
- Vandalism, theft or bringing forbidden items onto school property
- Racist, sexist, homophobic or discriminatory behaviour

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 be emotional, physical, prejudice-based and discriminatory, sexual, direct or indirect, in person or online.

Each academy has an Anti Bullying Strategy which is included in Section 3 of this policy.

5. Roles and responsibilities

5.1 The Trustees and Governors

The Board of Trustees is responsible for monitoring this behaviour policy's effectiveness and holding the CEO to account for its implementation.

The Academy's Local Governing Body is responsible for monitoring Section Two and Section Three of this policy and holding the Headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving Section Two and Section Three of this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our curriculum teaches pupils how to behave in the ways we expect. Each academy has their own approach to this and it is detailed in Section Two.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. How this is done in each academy is set out in Section Two.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. How this is done in each academy is set out in Section Two.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school's approach to responding to misbehaviour is set out in Section Two. This may include suspension and permanent exclusion. Please refer to the Trust's Suspension and Permanent Exclusion Policy.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Staff using recognised positive handling techniques must be adequately trained and all incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This must only be undertaken if it is suspected the pupil is carrying knives or weapons, alcohol, illegal drugs and stolen items; tobacco and cigarette papers, fireworks and pornographic images and 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 or damage to property. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Section Two) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in Section Two). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or delegated member of staff will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

8. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil 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 pupil, 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.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

Each Academy's approach to staff training is outlined in Section Two

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher and Local Governing Body. Suspensions and Exclusions will be monitored by the Trust Curriculum and Standards Committee annually.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

Section One of this behaviour policy will be reviewed by the CEO and Trust Curriculum and Standards Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the CEO

Sections Two and Three of this policy will be reviewed by the Local Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspension policy
- Safeguarding and Child Protection Policy
- Anti-bullying Strategy

SECTION TWO

Weyford Nursery and Primary Academy behaviour policy.

Every child has the right to the best education and deserves to be happy and successful in school and the behaviour of our pupils is key. Every child has a unique list of values that guide them through their daily life. As a school we have six which drive our curriculum and learning these are: **Aspiration, Respect, Kindness, Achievement, Teamwork and Inclusivity.**

At Weyford we expect the very best behaviour from our pupils at all times. Good behaviour is taught through many aspects of the curriculum and positively reinforced by all staff.

Rewards

Specific praise is a powerful tool, both for recognising and reinforcing appropriate behaviours. Pupils need to know what they have done well, and they need to learn to recognise success for themselves. We need to move towards intrinsic motivation if we are to have independent and confident learners. Praise must be for something clearly identified.

STICKERS

These are rewarded as and when by class teachers when they see exceptional behaviour and learning going on in and outside the classroom.

HOUSE POINTS

Each child will be put into a House (Willow, Oak, Beech, Ash) at the beginning of the school year. During the week children collect points for the houses in a range of ways and a cup is awarded at the end of the week for the House with the most points that week.

WRITER, MATHEMATICIAN

Certificates are given to individual pupils during whole school assemblies on Friday and parents are invited to attend. These certificates are rewarded to pupils who have made personal progress.

YELLOW JERSEY

The Yellow Jersey is presented weekly during celebration assembly to one child per class by the Head teacher. It is awarded to children who have set an exceptionally good example to his/her peers in all aspects of school life.

STEP BADGE

S.T.E.P. (Sorry, Thank You, Excuse Me, Please) - S.T.E.P. awards are given to one pupil per class (chosen by class teachers) each half term to recognise excellent manners.

The zone system is used to indicate an acceptable pattern of behaviour within both the classroom and in and around the school grounds. The class teacher ensures that this behaviour for learning is a 'non-negotiable' for all pupils within their class and is constantly reinforced.

Zone system

- Each pupil starts each session morning and afternoon on the pitch.
- Pupils are moved across to the goal for positive behaviour and are clearly told the reasons for this.
- Pupils already on the goal can move to the trophy if their behaviour continues to be excellent.
- Pupils whose behaviour falls below the expected standard will be moved from the pitch to the bench where a reminder of expectations is given and there will be no consequences.
- A pupil who is on the bench is expected to get back onto the pitch and will be helped to achieve this.

- If a pupils behaviour continues to fall below the expected standard, then they will be moved to the changing room and miss 5 minutes of their break.
- On the rare occasion when behaviour still does not improve a pupil will be sent to the partner class for 10 minutes- work to be completed at an appropriate time,
- When returning to class the pupil will be welcomed back and be moved back onto the bench.

If the pupil returns to the changing room for the second time it may be necessary for:

- A. Teacher to phone parents and keep them informed and ask for their support.
- B. Pupil to be put on a report card for two weeks.
- C. SLT monitors all pupils on report cards.

Pupil Profiles

For a small number of pupils, significant adaptation will be put in place to ensure their success and allow them to play a positive role in our school community. Pupil profiles are put in place where needed. These summarise the individual's strengths and areas in which they struggle. Clear strategies map out how to manage and support them. These are reviewed regularly and shared with parents. This process is overseen by the home school link worker who will co-ordinate a multi-agency assessment if necessary.

Report Cards.

Report cards can be used to support pupils to achieve excellent behaviour. Before a pupil is put on a report card, the teacher will discuss the reasons for this with the Assistant, Deputy or Headteacher. The Class Teacher will then inform parents and explain the system.

- A pupil will be given a score of 1-5 for each session with 5 being excellent.
- At the end of each day the pupil takes it to a member of SLT to discuss the day. This is a positive solution focussed conversation.
- Normally a pupil would have a report card for 2 weeks as the expectation is that the behaviour will have improved in that time. However, this can be adjusted by the Assistant, Deputy or Headteacher.
- The Class Teacher is responsible for informing all staff who work with that pupil and ensuring that the system is followed correctly.
- During celebration assembly the Class Teacher will ensure a member of the support staff scans the completed card and uploads it onto CPOMs. The card is then sent home.
- If a parent wants to check the card daily, then they are welcome to come in at the end of the day or ask their child to show it to them. However, it will not be sent home until the end of the week. If needed the scanned copy can be emailed home.

If a child is persistently disruptive or uncooperative, they may be given an 'internal exclusion' for a fixed period of time. This would be working completely away from the other children and having their breaks at another time. This will usually be half a day or a day depending upon the severity of their behaviour. Their parents will be informed and asked to attend a meeting with the class teacher, Deputy Headteacher (or Head teacher if appropriate).

Extreme Behaviour

For extreme cases when the previous levels have not had the desired effect or for highly abusive, threatening or physical behaviour, a fixed term exclusion may be given. This is always used as a last resort or in response to a very serious incident. All fixed term exclusions are recorded appropriately, and parents are asked to attend the school; work is always set for pupils for the period of exclusion. Parents are required to attend a re-integration meeting with their child upon their child's return to school.

Child-on-child abuse

The Trust believes that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing their peers. Even if there are no reports, it does not mean it is not happening. In most instances, the conduct of pupils towards each other will be covered by the academy's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under this policy and in line with Keeping Children Safe in Education (2022). These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable or have special educational needs or disabilities (SEND).

Positive Handling

There are times when staff may need to use reasonable force and other physical contact in order to control inappropriate behaviour including removing disruptive pupils from classrooms or preventing them from leaving. At Weyford Nursery and Primary Academy, we take our definition and application of 'reasonable force' from the Department for Education's publication Use of reasonable force, Advice for Headteachers, staff and governing bodies, July 2012. An extract of this document (pages 4 & 5). Weyford Nursery and Primary Academy, acknowledges that it has a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN) when using 'reasonable force' and will always endeavour to do so. Sometimes it is necessary to physically restrain pupils if they become a health and safety risk to themselves or others.

It is the duty of all staff to keep pupils safe and this may, on occasion, require removing pupils away from aggressive behaviour. Staff should call upon a trained member of staff in a situation where a child may need physical restraint and physical intervention should not happen unless training has been received. If a pupil reaches the stage where they are finding it a challenge to control their anger, two members of the SLT should attend. The de-escalation process will be followed, however, if this is unsuccessful, the pupil will be restrained, removed from class into a quiet space, where they will stay until they have calmed and are ready to return to class. In the case of actual physical assault against another child or adult, incidents of this nature may result in internal or fixed term exclusion.

All incidents involving the restraining of pupils will be recorded on CPOMS and shall notify relevant people.

All teaching staff received appropriate training in the use of positive handling in September 2023.

Liaison with Parents and Other Agencies

We recognise the importance of working in partnership with parents. Parents and carers will be kept informed about their child's behaviour and consulted on how best to meet their child's needs. The school uses a number of outside agencies to support their work to improve children's behaviour including Primary Behaviour Service and the Hampshire Educational Psychology Service.

Suspension and Permanent Exclusion

Good discipline is essential to ensure that all pupils can benefit from the opportunities provided by education. The school's behaviour policy outlines expectations and key strategies for promoting good behaviour. The Government supports headteachers in using exclusion as a sanction where it is warranted. However, exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Pupils' Conduct outside the School Gates.

At Weyford Nursery and Primary Academy we encourage pupils to behave appropriately within the whole community and to recognise they are representing the school when off site. The school will take action in the event of non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school. Such incidents will be dealt with by a member of the SLT and consequences applied. Specifically, sanctions will be applied for misbehaviour when the child is:

- taking part in any school-organised or school-related activity

- travelling to or from school
- wearing the school uniform
- in some other way identifiable as a pupil at the school

Or for misbehaviour at any time, whether or not the conditions above apply, that:

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

In all of these circumstances the headteacher will also consider whether it is appropriate to notify the police or other agencies. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed. Consideration will be given as to whether the behaviour under review gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. Where this may be the case, action will be taken in line with the school's safeguarding policy.

Screening, Searching and Confiscation

The school conforms to guidance from the Department for Education (Searching, screening and confiscation, DFE 2022).

Searching

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or open their bag and for the pupil to agree. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for. If a pupil refuses to allow a search, the member of staff may impose an appropriate sanction as outlined above.

Other Prohibited Items

- mobile phones
- other devices that connect to the internet

Pupils are not allowed mobile phones at school or at school events. If parents allow their child to bring a phone to school, then it must be handed to the class teacher at the start of the day which is then locked away and collected at the end of the day.

Confiscation

- School staff can confiscate any prohibited item found as a result of a search.
- They can also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Staff Development and Support

All new staff receive an induction to ensure they are familiar with these procedures and there is an ongoing programme of training and support.

SECTION THREE

Anti-Bullying Strategy

Rationale

Every child at our school has a right to feel safe, happy and secure. It is important to promote positive behaviour and discourage bullying as well as respond quickly to allegations and incidents of bullying.

What is 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 be emotional, physical, prejudice-based and discriminatory, sexual, direct or indirect, in person or online.

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying work in schools (2007).

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved.

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities

- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying

All reported incidents are taken seriously and investigated by a member of the senior leadership team. The Head teacher is informed and details are recorded on CPOMS.

Where bullying does occur the school adopts a three stage approach in dealing with it.

Stage 1: If Bullying Occurs

In the first instance the school adopts a non-punitive response in the interests of ensuring all pupils, including bystanders, are able to reflect upon their actions.

Pupil statements are taken and parents are informed that a Stage 1 strategy will be implemented.

At Stage 1 a meeting or series of meetings takes place between a member of staff and the bully(ies) and the victim(s) as well as any of their peers who can influence the situation. Victims of bullying are given a choice over which meetings they participate in. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions.

As part of this approach pupils suggest ways in which they will change their own behaviour for the future. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying.

Pupils and parents are advised of the consequences of further incidents of bullying i.e. that the student will be moved to Stage 2 intervention where sanctions will be applied.

A range of strategies to support students can emerge from these meetings including:

- solution focused
- restorative approach
- circle of friends
- individual work with victim
- individual work with perpetrator
- referral to outside agencies if appropriate

Stage 2: If Bullies Do Not Respond to Stage 1 intervention

In instances where those involved fail to keep to the agreements made at the Stage 1 meetings and the bullying continues, the bullies are considered to be acting defiantly in full knowledge of the effects of their actions upon others. The School will move the pupil to Stage

2. A sanction for repeated bullying will be applied at Stage 2 in line with the school's Behaviour Management Policy. The Head or Deputy Headteacher will hold a formal meeting with parents to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. The sanctions which will be applied will be discussed with parents.

The victim of bullying will be offered further support. This may include:

- 1:1 ELSA support
- referral to an external agency
- identification of a safe space at social time

- a diary monitored by a named member of staff

Additional support for the victim(s) of bullying will be agreed in consultation with parents.

Stage 3: If bullies do not respond to targeted interventions with parental support

At Stage 3 advice and intervention will be sought from the Behaviour Support Team and a Pastoral Support Programme will be put in place. Parents will be advised that further sanctions will be applied and that in cases of serious and/or persistent bullying, permanent exclusion may result.

Strategies for Preventing Bullying

- An effective Behaviour Management Policy in which children, staff, governors and parents are actively involved and which is applied consistently across the school.
- Peer mentors appointed to work with pupils reporting bullying.
- Pupils who join the school are allocated a buddy to support them.
- Potential victims are identified at an early stage as part of the work done to support vulnerable children.
- Pupils are given the opportunity to raise matters of concern through the School Council.
- The curriculum provides opportunities for group discussion and role play where issues of bullying can be explored, coping strategies discussed and opportunities given to bullies to see things from a victim's perspective.
- Class activities raise the self-esteem and improve the social skills of victims and counter feelings of inferiority and guilt which may arise.
- Online safety lessons are delivered as part of the Computing curriculum.
- All subjects encourage tolerance and respect for others through group and pair work and through discussion and debate.
- The school seeks to raise self-esteem by celebrating achievements of all kinds.
- Anti-bullying week is held annually in November.
- Supervised activities / equipment are provided for playtimes so that play areas meet the play and recreation needs of children
- All staff are aware of the School's strategy for dealing with bullying incidents. This forms part of staff induction and continuing professional development.
- Pupils and parents are kept informed of behavioural expectations through publication of school policies on the school website.
- Parental workshops are offered to help parents/carers keep pace with new technologies which can be used to bully such as Facebook, MSN, Twitter, and other social networking sites.
- Parents are informed of tell-tale signs to look out for and of strategies to use to prevent bullying through distribution of Hampshire County Council's leaflet '[bullying-2.pdf \(hants.gov.uk\)](#)' and including useful links on the school website. [Bullying information for Parents/carers | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)
- The school's best defence against bullying is its pupils.

Behaviour Policy

Updated September 2025

Next Review – September 2026