

Farsley Westroyd Primary School and Nursery Behaviour policy and statement of behaviour principles



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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
- › Promote a strong moral code that influences our behaviour now and into the future.
- › Actively develop individual character and sense of self.
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › 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 in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

› [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Positive behaviour is defined by compliance with the school rules. Any behaviour that breaks these rules would not be compliant.

- › At Westroyd we listen when someone is speaking
- › At Westroyd we follow instructions the first time.
- › At Westroyd we use kind hands, kind feet and kind words.
- › At Westroyd we use walking feet and inside voices.
- › At Westroyd we show pride in ourselves, our work and environment.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying occurs over a period of time. It can be hard to identify and pupils must be taught how to report it, who to report it to and to feel empowered to do so.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against
- › An imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Westroyd we have a zero-tolerance culture when it comes to bullying. All stakeholders need to be assured that allegations of bullying will be taken seriously and will be acted upon. Our intention through the provision that is in place is for all children to be able to identify bullying and feel empowered to speak up and report it. This includes whether it is for themselves or if it is happening for someone they know. Our curriculum teaches children what bullying is, what it can look like and where to go for support. The profile of bullying is highlighted through participation in the annual anti-bullying week in November each year. The school has effective systems in place for dealing with allegations and for supporting both the victim and the perpetrator.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (Appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with 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
- › Reviewing this policy in conjunction with the governing body.
- › 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 all pupils
- › Building strong relationships with pupils and families, by listening and taking interest in the individuals and their lives.
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently across all areas of school life at all times.
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Promote pupil voice
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on our Trackit system.
- › Actively encouraging individual character and sense of self.
- › Challenging pupils to meet the school's expectations
- › Promote a strong moral code that influences behaviour now and into the future.

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, while 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 school rules at all times in and out of school.
- › Listen and respect each other's views, beliefs, experiences and opinions

- › That they have a voice which they must use to express their ideas, views, opinions and to share their experiences.
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour 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

1. We aim to encourage independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

We will do this by:

- Coaching
- Noticing the positive
- Using positive dialogue
- Clear and consistent behaviour expectations
- Modelling of the desired behaviours.
- Natural consequences
- Solution Focused approach with the children
- Opportunity for communication amongst pupils.
- Conflict resolution
- Social stories and role play
- An inclusive environment
- Adaptive Teaching.
- School community ethos.
- Explicit teaching of their rights and responsibilities.
- Teaching children to accept and celebrate differences
- Systematically teaching social and life skills that enable children to develop independence and self-discipline (PSHE/MINDMATE/ASSEMBLIES)
- Teaching children the language to be able to appropriately identify and express their feelings and emotions

Where appropriate and reasonable, adjustments and adaptations may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- › Pupils in Year Five and Year Six can bring their phones to school.
- › Phones should be switched off at the school gates.
- › Phones must only be turned on once a child has left the school premises.

- › Phones will be collected in a box and handed out at the end of the school day.
- › If attending after school activities the phone will be handed to the teacher in charge of that session to hand out at the end.
- › Phones are not permitted on school trips or residential.

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.

They will:

- › Create and maintain a stimulating environment that promotes positive learning behaviours
- › Display the school rules
- › Display the school's behaviour hierarchy
- › Display the class reward system
- › A space for calming down
- › A bland space for Time Out.
- › Know their children well
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Spending time with them out 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
 - Using positive reinforcement
 - Coaching
 - Proximity praise
 - Attending to positive behaviours
 - Using positive language and positive body language.
 - Explicitly showing the children that you care.
 - Promote a sense of belonging to the school community

7.2 Safeguarding

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

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

Where this may be the case, we will follow our safeguarding policy, and consider next steps. This may include in house support, cluster support, early help or a referral to external agencies.

Please refer to our safeguarding policy for more information. Our designated safeguarding lead is Mrs Gabby Hollingshead and Miss Rayit is the Deputy safeguarding lead. We have a designated governor for safeguarding.

At Westroyd all staff have safer working practice training and peer-on-peer abuse training.

7.3 Responding to good behaviour

At Westroyd we use an on-line Track-it Lights system which records both positive behaviours as well as logging negative behaviours. Pupils are awarded green points when they are observed to be following the school rules or displaying the desired positive learning behaviours.

In our weekly celebration assembly we celebrate pupils with the most green points across the school and the class with the most green points. The class earns an extra playtime. Within each class, the person with the most green points is recognized and celebrated, with the pupils designing their own reward for this achievement. Green points are awarded when pupils are recognized to be following the school rules.

In our weekly celebration assembly, two pupils from each class are selected that have demonstrated outstanding learning behaviour, exemplifying the schools ASPIRE ethos. They receive a certificate and a headteacher sheep sticker.

At the end of every half term we have a recognition assembly, whereby we recognise pupils who have consistently displayed positive learning behaviours over the half-term. Parents are secretly invited to this assembly and the pupils receive a certificate, pencil and headteacher sheep sticker.

At the end of the year, pupils are selected that have consistently displayed positive learning behaviours over the whole school year. Their efforts are celebrated and rewarded.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture across all areas of school at all times. The school has a positive behaviour management culture with the consistent application of this approach by all staff.

Positive behaviour will be recognised and rewarded in the following ways:

- Stickers (In the moment)
- Green Trackit points (Individual)
- Sheep points (Whole Class)
- Westroyd Learning Star. (Weekly)
- Recognition (Half-termly)
- Verbal and non-verbal praise
- Communication with parents
- Sharing with other staff/SLT
- Non-verbal cues.
- WAGOLL
- Displaying learning
- Marking and Feedback

7.4 Responding when school rules are broken and negative behaviours occur.

Sometimes pupils display behaviours that are not consistent with our school rules. We use a behavior hierarchy to support pupils when this situation occurs. Pupils movement on the hierarchy is recorded upon our Trackits system. Pupils are mobile on the hierarchy until they the top. The hierarchy is displayed below.



Farsley Westroyd Behaviour Hierachy



**Expected
behaviour**

All good to go!

**First Reminder of
expected behaviour**

5 mins off your
playtime KS2

**Second Reminder of
expected behaviour**

10 mins off your
playtime KS2

Reflection Time

5 mins reflection time and
miss next playtime for
missed learning. (KS1) 5
mins reflection time and
miss the next 2 playtimes
KS2

Westroyd Warnings.

At Westroyd we use a number of preventative strategies to avoid giving warnings. Pupils may get a nonverbal warning or we may use distraction techniques to change the pattern of behavior, or proximity praise or narrative to really highlight the desired positive behaviours.

Any behavior that breaks the school rules will result in a warning. It is important to note that:

- Any kind of verbal or physically aggressive, or threatening behavior including play fighting is straight to red without exception
- If a pupil has more than one red in a day they will spend time working outside of the classroom with another adult, to break the cycle, complete missed learning before returning to class for a fresh start.
- If a pupil has a number of reds over the week they may spend longer periods of time working out of class with an adult, to break the cycle, complete missed learning before returning to class for a fresh start.
- If a child has a red, the class teacher or pastoral lead will inform the parents.
- If there is an incident that has serious impact, the school will communicate with families, to discuss next steps to support, repair and move on from the incident. Senior Leadership and or pastoral lead will be involved.

Preventative and proactive strategies in place

- Fresh Starts – Once a sanction is completed we move on using positive strategies to enable this to happen.
- Adults will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards
- Adults will be consistent in the application of the school policy, especially the behaviour hierarchy.
- Culture of everyone's responsibility to ensure that pupils are physically safe and can learn without disruption.
- Adults will implement pro-active strategies to reduce the likelihood of negative behaviours. This includes but not exhausted to, adaptive teaching, WAGOLLS, positive language and body language, tone of voice, clear expectations, positive praise, prepared resources, fun engaging lessons, team approach to managing behaviour.
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, distraction, proximity praise, change of task/role, movement breaks, separation, adapting tasks/expectations, calm voice, non-threatening behaviours.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. At Farlsey Westroyd the majority of staff have TEAM TEACH training. All pupils who may need such intervention have an individual pupil risk assessment and behaviour plan. All members of staff have a duty of care to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- › Committing an offence

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/carers (see appendix 3 for a behaviour log)

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, and searching

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

Confiscation

Any prohibited items (listed in section 3 of the DfE's guidance) 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/carers, 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 make sure a written record of the search is kept.

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

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

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

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

- › Assess whether there is an urgent need for a search

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher/safeguarding lead to try to determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or 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 3 of the DfE guidance) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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 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 Zero-tolerance approach to 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.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior member of staff or pastoral lead.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusion

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.

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 any substantial disadvantage to a disabled pupil being 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:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil 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/carers 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 matter. 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 the pupil 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › Positive Behaviour management strategies
- › School Behaviour Policy
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development and monitoring.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders.

The data will be analysed every half term by the pastoral lead.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body 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 chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Antibullying policy
- Online safety policy

Appendix 1: written statement of behaviour principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

Farsley Westroyd Governing Body is responsible for ensuring that the school sets general principles of good behaviour and discipline. The head, the staff and all the governing body are responsible for securing and maintaining appropriate standards on a day to day basis. The principles aim to underpin the governor's duty of care to children and employees; promoting teaching and learning and high standards of attainment in a safe and caring environment for all. The Governors at Farsley Westroyd Primary School and Nursery believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

Children should:

- Be able to learn in an environment where they feel happy, secure and safe
- Have a strong sense of belonging to the school.
- Be listened to and feel valued
- Learn without disruption
- Be safe from any form of bullying.
- Be taught and encouraged to take responsibility for their own behaviour and actions
- Engage in conflict resolution moving on from an incident
- Accept the natural consequences of their behaviour.

Staff should:

- Be able to work in a safe and happy environment
- Provide a positive learning environment where all children feel happy and safe
- Have a duty of care towards the children and their colleagues.
- Implement positive behaviour management strategies at all times.
- Have high expectations of behaviour and adopt a fair and consistent approach to behaviour in line with the school's policy
- Understand the school's behaviour policy.
- Be a good role model at all times
- Have a zero tolerance of discrimination of any kind in line with our Equality Policy

Parents should:

- Feel comfortable and confident to discuss any concerns regarding behaviour with staff in school
- Work with school to adopt a consistent and fair approach to behaviour

Our Principles

- All children, staff and visitors have the right to feel safe at all times at school
- Farsley Westroyd Primary School and Nursery is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children should be set out in the Behaviour and Equality policies

- The Governors expect children and parents to cooperate to maintain a positive learning environment
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. Governors expect these rules to be consistently applied by all staff
- A wide range of rewards should be used to encourage and celebrate good behaviour, adopting a consistent and fair approach
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and children and consistently applied
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual child. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary
- We offer support for those children who find it difficult to consistently display acceptable behaviours and this includes working with parents / carers and outside agencies
- We have effective communications systems to ensure that all relevant adults are aware of any behaviour incidents and such incidents are logged appropriately
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort when all other avenues have been explored or when there is a risk of danger to another pupil or adult in school
- The Governors wish to emphasise that violence, threatening behaviour or abuse by children or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution
- Staff have the power to discipline outside the school gate where appropriate
- Staff may use reasonable force in appropriate circumstances, in accordance with Team Teach training and outlined in the school's behaviour policy and the care and control policy.

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

This written statement of behaviour principles is reviewed and approved by the governing body annually.

