



ST WENN SCHOOL WELLBEING AND BEHAVIOUR POLICY

Reviewed: September 2020 with staff

Date of next Review: July 2021

Headteacher: Mrs Sally Berry

Chair of Governors: Dr Tessa Cubitt

Wellbeing Champions at St Wenn School are:

**Staff - Kevin Beer,
Children - Mandy Curtis.**

ADDENDUM TO ADDRESS CORONAVIRUS PANDEMIC

Expectations of behaviour including being kind, honest and treating others as you would like to be treated yourself continue to apply.

We expect children to follow instructions quickly and treat all members of the school community with respect.

Our wellbeing and behaviour policy continues to apply with the following additional points:

Arrival and departures from school

Children are met at their allocated drop off point by their class teacher. This drop off point is currently the community car park and children walk down to school as a 'walking bus'. Arrival times are staggered.

Children immediately wash their hands according to the '6 steps of handwashing' guidelines.

At the end of the day, this process is reversed although children are collected from allocated gates at staggered times (not the car park).

Children wash their hands before play, after play, before lunch, after lunch and at the end of the day. Older children are expected to take some personal responsibility to do this following the method they have been taught.

Adults wash all surfaces at lunchtime and at the end of the day.

Turtles Class is used for school lunches so all surfaces are washed before and after each sitting (for further information see risk assessment and kitchen briefing for staff).

Social Distancing

All children are part of a 'bubble' whilst in school.

This bubble remains the same and children's contact with other children is limited whilst in school to only those children within their given bubble where possible. This applies to outside areas as well as inside.

At wet playtimes, children in KS2 go to the village hall which is split into 2 halves – LKS2 and upper UKS2.

Children keep their distance across bubbles.

Staff maintain a distance of 2 metres from children where possible, especially with regard to vulnerable adults.

Equipment

Children are now able to use the equipment in the field and EYFS free flow area. Equipment used is restricted and rotated. It is cleaned at the end of each day.

Children are given a school pencil case to use whilst in school and only use equipment which is their own, or which an adult has told them that they may use.

Children will not be able to choose their own resources other than from those allocated by an adult.

Moving around the school

Numbers do not warrant a one-way system around the inside of the school, although we do have a passage taped out for children to access the toilet from the far end of the village hall. This has been clearly demonstrated to children and they have been instructed to follow it.

Children will not leave their allocated area at any time without the permission of an adult.

Sneezing and coughing

Children should always sneeze or cough into a tissue. If this is not possible, they should sneeze or cough into the crook of their arm. Used tissues should be immediately thrown into the nearest bin. 'Catch it, bin it, kill it'. Wash hands thoroughly after sneezing or coughing.

Additionally, children should be encouraged to avoid touching their mouth, nose or eyes with their hands.

Spitting or biting

The occurrence of these behaviours is extremely rare; however, they have now moved from being 'socially unacceptable' to 'socially unacceptable and potentially dangerous'. If these behaviours do occur, parents will be informed immediately.

'Re-induction'

Before returning to school, parents and children were sent a 'Return to School' booklet explaining all new procedures in school. Teachers also produced a video demonstrating these for their particular class.

Staff were sent information making clear all procedures relevant to them.

Introduction

To be read in conjunction with the SMSC Policy, Single Equality Scheme, SEND, Cyber Bullying, Anti-Bullying, PREVENT and Teaching and Learning policies.

Good behaviour is a necessary condition for effective teaching to take place.

This policy forms part of the school aims which state that we have high expectations of learning and behaviour in a lively school that changes and evolves.

The school is dedicated not only to the educational development, but also the personal and social development of each child in its care. This is achieved through the emphasis of a positive, happy community environment and a broad, inclusive curriculum for all pupils.

Each child is valued as a unique individual and is, at the same time, supported and encouraged to achieve the school's high expectations of good behaviour.

Every member of the school community is responsible for modelling and promoting these high expectations of behaviour, both in and out of the classroom. Staff and pupils base their behaviour on our 'Golden Rules.' There are only 3 Golden Rules (explained later in this policy) to make them easy for children and adults to remember.

Aims

The ethos of St Wenn school which is emphasised throughout this policy is that we promote a positive approach to behaviour management which is shared throughout the school, and that this results in a safe, happy and inclusive learning environment.

As a school with a strong emphasis on good manners and empathy, we aim to build on the work of parents by teaching and practising a caring attitude to others, building consideration of the needs of others and the self-control that helps us to treat others as we would like to be treated. This policy outlines how we plan to achieve this.

Our aim is to achieve a peaceful and positive solution to any behavioural problems that may arise but that preserves an environment conducive to learning for all, at all times.

We aim to help children develop into people with a clear sense of responsibility and an understanding of their place in the world, of their responsibilities to others and for their own behaviour.

Restorative Justice

St Wenn School follows the principles of Restorative Justice. Restorative conversations are typically quick and easy conversations when harm is caused that doesn't require a formal intervention.

Restorative language helps shift the focus away from blame and shame to root cause and repair, including all children in a resolution thereby avoiding any child feeling as if they have no role in this. Restorative justice seeks to fix the problem, reprimand if necessary, foster understanding, and adjust pupil behaviour. Restorative justice looks more like cooperative discussions, and less like the traditional handing down of punishment.

Restorative approaches are based on four key features:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem.

Questions to discuss with children to encourage Restorative Justice:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who was affected by what happened?
5. What do you think needs to happen now to make things right?

We are very aware that 'poor behaviour' may be a reflection of a child struggling emotionally, or may be symptomatic of a child's mental health and we always take this into consideration when addressing our response. Similarly, we are aware that this apparent 'poor behaviour' may in fact be

a warning sign of other underlying issues. Staff immediately report concerns to our wellbeing lead staff who monitor and follow these up. We maintain contact with the county Educational Psychologist and other external agencies who offer advice and support where needed.

We will

- * ensure we have a whole school behaviour policy supported and followed by the whole school community: parents, teachers, children and governors, based on a sense of community and shared values
- * apply positive policies to create an atmosphere in which teaching and learning can take place in a safe, secure and happy environment
- * teach, through the school curriculum, values and attitudes as well as knowledge and skills
- * promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property
- * treat problems when they occur in a sympathetic manner to achieve an improvement in behaviour.
- * ensure that we are reflective and aware of the workload of teaching and non-teaching staff. HT and Governors will monitor this regularly and through the annual staff questionnaire

Some Causes of Inappropriate Behaviour

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994).

In School Factors which may influence pupil behaviour

The Environment

- ❖ Lack of proper ventilation
- ❖ Physical problems of limited space
- ❖ Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- ❖ Tired due to lack of proper rest
- ❖ Hungry due to insufficient or inappropriate food
- ❖ Poor or inappropriate social skills

- ❖ Need for attention from teacher or parent

The Teacher

- ❖ Offering poorly differentiated curriculum leading to either frustration or boredom
- ❖ Lack of knowledge of pupils
- ❖ Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- ❖ Poor dictation
- ❖ Lack of clarity in explaining expectations for behaviour or subject
- ❖ Lack of or confusing instruction on subject matter
- ❖ Lack of professional development
- ❖ Teacher stress

Out of school factors which may influence pupil behaviour

Family Circumstances

- ❖ Child's position in the family
- ❖ Child's relationship with parent/siblings/grandparents etc
- ❖ Divorce/ bereavement
- ❖ Mental health problems
- ❖ Family trauma
- ❖ Alcohol or drug addiction

The Neighbourhood

- ❖ Child's popularity
- ❖ Peer relationships
- ❖ Bullying
- ❖ Social Problems
- ❖ Civic disturbance

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- ❖ Positive Feedback- Acknowledge/Approve/Affirm:
- ❖ Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- ❖ Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who

doesn't- praise the children who carry out the instruction.

❖ Non-verbal Cues- hands up, finger on the lips, the "look".

❖ Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.

❖ Re-direction- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.

Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.

❖ Physical Proximity- move closer to a disruptive pupil

❖ Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour

❖ Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."

❖ Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).

❖ Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"

❖ Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.

❖ Private Reprimand- a quiet word rather than a public confrontation.

❖ Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

RIGHTS AND RESPONSIBILITIES OF PUPILS AT ST WENN SCHOOL

RIGHTS

- ☺ Be valued as members of the school community;
- ☺ Get help when they seek it, whether with their work, with the behaviour of others or other personal worries, and to have a sympathetic audience for their ideas and concerns;
- ☺ Make mistakes, and learn from them;
- ☺ Be treated fairly, consistently and with respect;
- ☺ Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- ☺ Be taught in a pleasant, well-managed and safe environment;
- ☺ Work and play within clearly defined and fairly administered codes of conduct;
- ☺ Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;
- ☺ Develop and extend their interests, talents and abilities;
- ☺ To feel safe and happy in school, on trips and online.
- ☺ Feel respected by the whole school community

RIGHTS AND RESPONSIBILITIES OF STAFF AT ST WENN SCHOOL

RIGHTS

- ☺ Work in an environment where common courtesies and social conventions are respected;

RESPECTING RIGHTS OF OTHERS

- ☺ Respect others rights by coming to school on time wearing uniform, with homework done, and suitably equipped for the lessons in the day ahead;
- ☺ Respect the views, rights and property of others
- ☺ Respect others' rights in class and out of class and behave safely at all times;
- ☺ Co-operate in class with the teacher and with their peers;
- ☺ Work as hard as they can in class;
- ☺ Conform to the conventions of good behaviour and school rules;
- ☺ Seek help if necessary
- ☺ Accept ownership for own behaviour and learning, and to develop the skill of working independently;
- ☺ Act responsibly in school, on trips and online.

RESPECTING RIGHTS OF OTHERS

- ☺ Behave in a professional manner at

- ☺ Express their views and to contribute to policies which they are required to reflect in their work;
- ☺ A suitable career structure and opportunities for professional development;
- ☺ Support and advice from senior colleagues and external bodies;
- ☺ Adequate and appropriate accommodation and resources;
- ☺ To be treated with care and dignity from all members of our school community;
- ☺ To feel safe and respected in their work place

- all times;
 - ☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
 - ☺ Show interest and enthusiasm in the work in hand and in their pupils' learning;
 - ☺ Listen to the pupils, value their contributions and respect their views;
 - ☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
 - ☺ Respect all members of the school community in a professional manner at all times;
 - ☺ Identify and seek to meet pupils' special needs;
 - ☺ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;
 - ☺ Share with the parents any concerns they have about their child's progress on their pupils' learning development;
 - ☺ Listen to the pupils, value their contributions and respect their views; acknowledge effort and
 - ☺ Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
 - ☺ Support and advice from senior colleagues and external bodies;
 - ☺ Adequate and appropriate accommodation and resources;
 - ☺ To be treated with care and dignity from all members of the school community;
 - ☺ To feel safe and respected in their work place
- Designated Teacher for

RIGHTS AND RESPONSIBILITIES OF PARENT/CARERS AT ST WENN SCHOOL

RIGHTS

- ☺ a safe, well-managed and stimulating environment for their child's education;
- ☺ reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently in a respectful manner;
- ☺ be informed promptly if their child is ill or has an accident, or
- ☺ if the school has concerns about their child;
- ☺ be well informed about their child's progress and prospects;
- ☺ be well informed about school rules and procedures;
- ☺ a broad, balanced and appropriate curriculum for their child;
- ☺ be involved in key decisions about their child's education;
- ☺ a suitably resourced school with adequate and well-maintained accommodation.

Child Protection seek to meet pupils' special needs and Deputy Designated Teacher for Child Protection;

☺ Show up any parents any concerns they have about their child's progress or behaviour; and follow the procedure as

☺ Expect high standards and active engagement and achievement; pursue opportunities for personal and professional development;

RESPECTING RIGHTS OF OTHERS

☺ in their role as Deputy Designated Teacher for Child Protection and the Principal must also be informed, with

☺ Fully equipped for the lessons and about bullying, and follow the procedure as set out in our Anti-Bullying policy rules and procedures, and encourage their child to abide by them;

☺ show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;

☺ act as positive role models for their child in their relationship with the school treating other parents, pupils and members of staff in a respectful manner;

☺ attend planned meetings with teachers and support school

functions;

☺ provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances

Taught not caught

All movement around the school should be calm and purposeful. Staff should ensure that children are suitably supervised. Expectations of behaviour for classes, groups or individuals moving around school be clearly stated and reinforced by all staff referring to the school values and applying the Positive Behaviour Policy.

PSHCE is fundamental to the ethos of the school and is embedded in our British values and Learning Power Approach half termly focuses. Specific interventions are run (that give extra support to individuals and small groups who would benefit from these skills) by class TAs, as appropriate, and reflect the fact that teachers recognise that in some cases social skills have to be explicitly taught.

Whole school and KS workshops are booked to engage children in the positive aspects of good behaviour and staying safe (eg NSPCC: Speak out Stay Safe workshops)

Children are taught to show understanding and empathy towards their peers and to consider how their actions may affect others. Staff frequently refer to incidents (both positive and challenging) in terms of the effect on others and this approach is reflected in the first of the Golden Rules.

Teachers have high expectations about children's behaviour. Learning experiences within class are well prepared, stimulating and appropriate for all pupils. Teachers recognise the individual needs of each pupil and encourage children who are easily distracted to stay on task or provide time out periods when necessary.

As part of our Special Educational Needs Policy any children with specific social or emotional behaviours will have dedicated support in addition to the usual behaviour strategies.

British Values and Learning Power Approach

British Values:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect and with tolerance of those with different faiths and beliefs and no faith.

These values are integrated and embedded throughout the curriculum and the school day. Praise and certificates are given out during our Friday celebration assembly which may be linked to these values. A particular value and Learning Power Approach focus is chosen to be a whole school focus of each half term.

- Effort and achievement is rewarded through house points which support community cohesion throughout the school.
- Certificates are given out to individuals in the Family Friday Celebration Assembly half termly to those who have strongly demonstrated a value during that half term.
- Children are rewarded throughout the week for their collaborative behaviour during playtime, lunchtime, assemblies and other transition times.

Lunch and playtimes

Lunch and playtimes are recognised as times when difficulties can arise. To reduce potential problems, a music specialist, multi skills leaders

(Plymouth Argyle) and Active playground leaders are deployed at lunchtimes offering structured activities or support to those finding playtime challenging. EYFS/KS1 and KS2 pupils have separate morning breaks. The school encourages community volunteers to support inside activities such as story reading or lego to enable children who struggle in the playground environment to take time out. We also have a dedicated court yard area for children to use if they need a change of setting/time out.

Lunchtimes are supervised by lunch time staff. They apply the school's Positive Behaviour Policy to encourage good behaviour and discourage inappropriate behaviour (Please see below)

Lunch time staff inform classroom staff at the end of lunchtime of any behavioural issues that might require addressing by the class teacher.

They record the names of children who have had one warning in the school Behaviour Book (Please see below). Lunchtime supervisors know and apply the Playground Rules:

Playground

Playtimes are supervised by teachers and teaching assistants. Supply teachers should cover the duties of absent teachers. The school's rules, rewards and sanctions system are used at play times. Pupils are taught and encouraged to resolve minor issues appropriately and independently. If the weather is not appropriate for outside play time then the children will be supervised within their classrooms by those on duty; one adult for KS1/FS and 1 for KS2.

More serious issues may require the immediate attention of the class teacher and any incidents involving race, homophobic behaviour or bullying issues must be reported to the Headteacher and recorded.

In the case of a child exiting the site.

An appropriate member of staff will attempt to approach the child and calmly invite them to return to a school building. If a child leaves the site, parents should be informed immediately, followed by the police. If parents and emergency contacts are unavailable the police should be informed straight away.

After returning to school, when the child is calm, it is important to explain the dangers of leaving the school buildings or premises and how seriously this is viewed by the school.

When appropriate the child's behaviour will be explored, next steps identified and possible alternatives such as 'voluntary time out' may be introduced.

A positive approach

We support all children's mental health and well-being we use the Trauma trained Schools approach and Emotional First Aid strategies/support sessions.

At St Wenn School we base our 'code of conduct' on our three golden rules which have been agreed by all children and staff at the school. They are displayed through the school, so a clear understanding is shared. Class teachers teach the rules, routines and expectations at the start of term and review this throughout the year in daily life and circle time/PSHCE. Support staff and lunchtime supervisors are also involved in this process; they apply the Golden Rules and contribute ideas to the Behaviour Policy.

In some cases, children, for a variety of reasons, struggle with understanding or complying with our behaviour management strategies. Where appropriate, these children will have an agreed alternative approach to reaching resolutions constructively. This may take the form of a behaviour plan, which will have been discussed with external agencies and all staff.

The Golden Rules are:

We treat each other in the way we would like to be treated ourselves

We are kind and honest

We respect other people's belongings and school property

Teachers reintroduce these rules (or change in agreement with children) annually; they are referred to as guidelines throughout the day and focused on in assemblies/included as reward in Achievers' Assembly.

Positive achievement with regards the golden rules are reinforced by all adults with praise and house points each day. All classes have positive behaviour 'Whizz Charts'. In addition to this, each class agrees on a set of class rules; the children are involved in this process and taught to take responsibility for abiding by these rules.

Children are regularly invited to go to the Headteacher's office when demonstrating particularly positive behaviour.

Consequences including Strategies to promote inclusion

As a school, we empathise with children and will always consider their point of view. Teachers will discuss and seek to understand why 'poor behaviour' is taking place. Sanctions will only be implemented if appropriate and beneficial to the development and safety of the child, others in the school and the school environment.

A 'no shouting policy' is in operation and shouting must not be used as a class management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control or be heard in the playground.

All staff are empowered and supported by the headteacher to follow the behaviour plan and use the sanctions as appropriate. Sanctions are devised to deter children from making bad choices. Sanctions therefore, by nature, must be unattractive and unwelcome if they are to be successful in deterring children from making a bad choice. We have a hierarchy of sanctions that is matched to the severity of the behaviour.

In cases of inappropriate behaviour (excluding throwing items, swearing or hurting others in any way) in the classroom the following warning system will be used:

1st warning - adult speaks to the child and explains that the behaviour is unacceptable and reminds the child of the relevant agreed rule. The child's name may be entered into the school Behaviour Book. Headteacher monitors this book daily. If a child's name is recorded in this book 3 times within a half term, they will be sent to the Headteacher.

2nd warning - children will lose 5 minutes' play/reward time. In KS1 this may demonstrated by the visual prompt on the Whizz (behaviour) Chart of moving down the chart. In KS2 the visual prompt moves across the chart, then can re-enter at the same point of exit at the adult's discretion. The adult does not engage in discussion but reminds child of the rule that has been broken, if appropriate, and of next consequence. A reminder of expected behaviour is given.

If outside, children to stand by the wall and are encouraged to reflect on their behaviour.

Sand timers may be used as visual reinforcement.

3rd warning - A final reminder is given that should the child not make a good choice, they will be removed from the room for 5/10/15 minutes to the 'partner' teacher's class or office. During that time they will write out the school rules or complete set work.

If appropriate, the child stays in at play or next available break to **briefly** discuss what went wrong and better choices.

If outside, the child will be sent to their class teacher.

If a child needs to leave the class more than 3 times within a half term (or at the Head teacher's discretion), parents will be asked to meet with the child and teacher and a behaviour plan will be created. The Headteacher/SENDCO will receive a copy of this plan.

A variety of approaches to address 'poor behaviour' may also be used after the third warning, which may include:

1. Change of seat.
2. Repeat work.
3. Withdrawal of privileges.
4. Working in a separate area of school (internal separation).
5. Written apology.
6. Referral to headteacher.
7. Informal message to parents.
8. If necessary, a pupil may be asked to stay after school in an after school detention as set out by the Education Act 1997.
9. Letter home from headteacher

Whenever possible, it is our aim to give children a 'fresh start' at the beginning of each new day. Previous incidents will not be referred to. Children are constantly reassured that it is the bad behaviour that staff dislike, not the individual children

Unacceptable behaviour

Unacceptable behaviour includes the following:

- Physical aggression, such as pushing, hitting or kicking of pupils or staff. Spitting.
- Sexually inappropriate comments, gestures or behaviour
- Racist, sexist or homophobic comments
- Oppositional or defiant behaviour
- Bullying
- Cyber bullying
- Name calling
- Stealing
- Not following school rules
- Non-compliance/refusal to follow directions of adults in school
- Running/walking off from an adult or leaving the class room without permission
- Answering back or rudeness, including swearing
- Shouting or calling out in class
- Damaging property

In most cases, staff will use the 'Consequences section' of the behaviour plan outlined above; however, if deemed necessary, children may be referred immediately to the headteacher.

Should physical intervention be required, this intervention must be reported and recorded in the Team Teach Record Book. Team Teach is a training package for staff utilising de-escalation and positive handling strategies to support a child when they are in a crisis situation. Within this school the following staff are trained in Team Teach techniques:- Kevin Beer and Mandy Curtis. These members of staff are the only 2 members of staff qualified to carry this out.

If a child should run out of the class or school building for any reason, staff should not run after them as this may place the child in greater danger. The Headteacher should be informed immediately and lessons returned to normal as quickly as possible. An adult should keep the child within visual range whilst waiting for support to arrive. The child should not be approached until they are calm.

In most cases, the child will remain on site and stay within visual range. An adult should monitor the child until support arrives. Once the child has calmed, an adult should talk with them about how they are feeling and what triggered this action. Our need to keep children safe will be

reinforced and the reasons why exiting the class or building could lead to danger. Parents will be informed immediately.

Exceptions:

Some children may have challenging lives outside school and, as a consequence of this, demonstrate behaviour which would normally be seen as unacceptable. These children will have alternative behaviour strategies in place to support them and help them feel safe.

Some children may have specific, additional or different needs. These children will have individual behaviour plans which will be implemented and monitored by the adults who work with them.

If these measures fail to make an impact, the Behaviour Support Team or Educational Psychologist may be involved with parental agreement.

Children whose behaviour places themselves or others at risk, or may be particularly at risk in different environments, will have individual risk assessments in place and these will be shared with all adults who work with the child and with the child's parents.

We have specific rules which are enforced on the grounds of health, welfare and safety.

a. Jewellery.

Watches and stud earrings are the only items of jewellery which may be worn at school and these must be removed during PE and swimming lessons (stud earrings may be covered with micropore tape). Teachers are not to assist children with the removal of jewellery. If children cannot remove their jewellery themselves it should be removed by their parent or carer on PE days. Any items removed at school should be kept safely by the teacher for the duration of the lesson.

b. PE Kit

Appropriate clothing as set out in the school uniform list must be worn for all PE activity.

c. School Clothing

Parents are asked to send their children to school tidy and dressed appropriately for the weather. Only flat heeled shoes should be worn.

d. Personal Property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Any money brought to school should be handed in as soon as possible in named envelopes or purses and never left in bags, trays or coat pockets.

Severe incidents of misbehaviour

For severe incidents of misbehaviour, the teacher may immediately remove the child from the room and take the child to the Headteacher. These severe incidents would include peer on peer abuse, any physical violence against any other person within school (including deliberately throwing objects at another individual or threatening physical violence) or significant verbal outbursts against any other individual (including swearing).

School takes particularly seriously any act of physical aggression or threatening verbal aggression towards any staff member. Any deliberate act of physical harm from any pupil within school will result in the head teacher's involvement and a meeting with parents being initiated.

If there are repeated acts of physical aggression against any staff member, the pupil may risk permanent exclusion from school. The school recognises its duty to care for and protect its staff from physical harm and treats all incidents of deliberate harm against them very seriously.

- If a child needs to be restrained or physically removed, only TeamTeach trained staff will attend and deal with the situation.

If poor behaviour persists, outside agencies will be called in if the parents give permission. (see Appendix 1) If parental permission is not granted, the matter will be presented to the governors and the Local Authority for resolution.

- Support can be given to the family by filling in Common Assessment Framework (CAF) forms.

The School has the right to take measures to keep pupils and staff safe.

These measures include:

- The right to confiscate inappropriate items from pupils such as sharp implements.
- Statutory powers to discipline pupils who behave badly on the way to and from the school, bringing it into disrepute.
- The right of Headteacher to search pupils if it is suspected that one of them is carrying a knife or an offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.

There will be zero tolerance of any form of serious assault on pupils or staff.

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

Serious breaches that may lead to permanent exclusion include:

- Persistent long term defiant behaviour
- Threatened or actual physical assaults
- Sexual abuse
- Supplying illegal drugs or carrying an offensive weapon.

Implementation

Exclusions will not be imposed immediately, unless there is an immediate threat to the safety of others in the school. Before deciding to exclude the school will ensure that:

- a thorough investigation has been carried out
- the child being considered for exclusion has been encouraged to give their version of events
- consideration has been given to whether the incident may have been provoked, for example by bullying or by racial harassment
- a written record of actions has been taken and interviews with the child are kept - including any witness statements which should be signed and dated wherever possible.
- evidence will show conclusively that the child was responsible for the incident.

Parental Involvement.

The development of positive behaviour and self-discipline is a gradual process which begins at home. St Wenn School welcomes the interest and close involvement of parents and carers and expects that parents will support our behaviour policy.

If a child's behaviour raises concern, the parents/carers will be involved as soon as possible. Parents/Carers are invited to work with the school in order to support the child's progress.

Children who have specific, different or additional needs will have a personal behaviour plan which will be agreed with the parents/carers, the school staff, and the child. It will be implemented and monitored by the adults who work with the child but is the overall responsibility of the class teacher.

Procedures for Concerns

- **I have a concern about the behaviour of a child or the behaviour management of a child in school**
- **I can talk to the Class Teacher**
- **If I am still concerned I can talk to the Heateacher**
- **If I am still concerned, I can write to the Chairman of the Board of Governors, Dr Tessa Cubitt**

Fixed -term and permanent exclusions

Permanent exclusions will be made as a last resort where the pupil is so disruptive that the learning of others is affected and/or staff/pupil physical/personal safety or well-being is an on-going concern. This will be in line with local Authority guidelines and fully involve local Authority representatives such as the Educational Welfare Officer.

In severe instances of bad behaviour, particularly those involving harm or offence to others, including bullying, where it has become necessary to exclude a pupil either for a fixed term or permanently, procedures will then follow Local Authority legislation, based on the Department for Education guidance in 'Behaviour and Discipline in Schools' Feb 2014. A "managed move" may also be considered with the agreement of parents as an alternative to permanent exclusion.

In these difficult circumstances, the school will work alongside parents and make sure all communication is clear and supportive.

Staff will make witness notes from those involved in any serious incidents and seek support and advice from the headteacher.

Exclusion from school is strictly regulated

- The decision to exclude a pupil must be lawful, reasonable and fair.
- Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race.
- Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to eliminate discrimination, advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

If a child's behaviour shows no improvement after all options available to the school have been tried and all the above procedures followed, then a child will be excluded for a fixed term.

A child may be excluded from school by the Headteacher for a number of reasons, from half a day to permanently.

Only the Headteacher has the power to exclude a child from the school.

The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year.

The Headteacher may also exclude a pupil permanently. Before taking such a step the Headteacher will have taken advice from the governors, the local authority, the Educational Welfare Service, the County Psychological Service and/or the School Medical Officer.

If the Headteacher excludes a child the parents/carers will be informed immediately and given reasons for the exclusion. At the same time the Headteacher will inform the parents/carers that they can appeal against the decision to the governing body. Where parents dispute the decision of a governing body not to reinstate a permanently excluded pupil they can:

- Request the decision is reviewed by an independent review panel

Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can:

- Make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination)

The Headteacher informs the Local Authority and governing body about any permanent exclusion and of any fixed term exclusion which exceeds five days in any one term.

St Wenn School adheres to the principle legislation guidance 'Exclusion From Maintained Schools, Academies and Pupil Referral Units In England Sept 2012.

Reasons for a fixed term exclusion:

- Physical or threatened assault on another child or member of staff.
- Constant disruption to the education of other children.
- Regular breaches of the school's behaviour policy which result in the teacher being distracted from the task of teaching the class in order to attend to the needs of an individual child.
- Persistent bullying
- Racist abuse
- Deliberate and wilful damage to school property.

It is likely that a combination of the above will contribute to exclusion. Parents/carers will be contacted immediately and invited to school to discuss their child's behaviour.

Permanent Exclusion

Permanent exclusion will only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Monitoring and evaluation

Behaviour is a collective community effort. ALL members of staff are responsible for ensuring good behaviour.

The whole school is involved in monitoring behaviour in the school and reflecting on the effectiveness of rewards, sanctions and the appropriateness of this policy.

The School Council has the role of sharing feedback from children regarding the effectiveness of the behaviour policy, reporting findings in School Council meetings which are fed back to the Headteacher. All pupils are encouraged to discuss their concerns about behaviour to their class teacher/School council representative and their involvement is very much welcomed.

Governors, staff, pupils and parents are involved in the consultation process of this policy and have due regard to their legal obligations in its drawing up and implementation. This policy will be published on the

website so available to parents, pupils, staff and *Governors*. It is also held in the staff office. It is reviewed annually.

Signed by Headteacher, Sally Berry

Signed by Chair of *Governors*: Tessa Cubitt

Appendix 1

Educational Welfare Service

School nurse

SEMH team

Educational psychologist

CAMHS

Dreadnought