

Trust Policy

Primary Behaviour and Conduct Policy



Contained within this document:

Trust behaviour policy including behaviour management

Confiscation, searches and screening

This policy is linked to:

Suspensions and Exclusions Policy

Safeguarding policy



Primary Behaviour and Conduct Policy



Management log

Document name	Primary Behaviour Policy
Author	Leah Miller, Director of Safeguarding & Inclusion
Date approved	June 2024
Date issued	Sept 2024
Date of expiry	Sept 2025
Reviewer	Executive Team

Document history

Version	Date authored	Author	Date approved	Date issued
V1	March 2020	Dave Hooker	July 2020	July 2020
V2	May 2021	Alison Ingram	July 2021	July 2021
V3	Sept 2021	Helen Duffy	Dec 2021	Jan 2022
V4	July 2022	Celia Smith	Sept 2022	Sept 2022
V5	July 2023	Leah Miller	Nov 2023	Nov 2023
V6	July 2023	Leah Miller	July 2024	June 2024

A TRANSFORMATIVE BEHAVIOUR CULTURE

'Everyone in our Trust is a leader of behaviour'

As a Trust, our aspiration is to create schools that are truly transformational. Securing exceptional behaviour and attitudes is imperative. All our schools will be calm, safe, purposeful, and positive places to learn. We will strive to set the highest of standards; ambition and aspiration will underpin everything that we do. Teachers will teach highly effective lessons in disruption-free classrooms, children and young adults will self-regulate and engage in high quality learning they will use their agency to positively influence all elements of school culture.

Children and young adults will receive both recognition and rewards with our approach to positive framing being routed in our Attitudes to Learning structures. The balance between equality and equity will be harnessed in fairness for everyone associated with our Trust family — no one will be left behind as we strive to develop the whole person.

Our approach will be centred around partnership, with this supporting our drive for fairness and mutual respect. Our on-boarding will support all stakeholders to understand the value of exceptional behaviour and the responsibility that everyone has in securing this. Clear, concise, and timely communication supports our drive to listen more, as we positively and proactively work in harmony with children and young adults, their parents, staff, and other stakeholders to do what is best to support them.

Our approach is grounded in research with the pillars of our strategy being taken directly from the EEF research. Our Pillars are shown below.

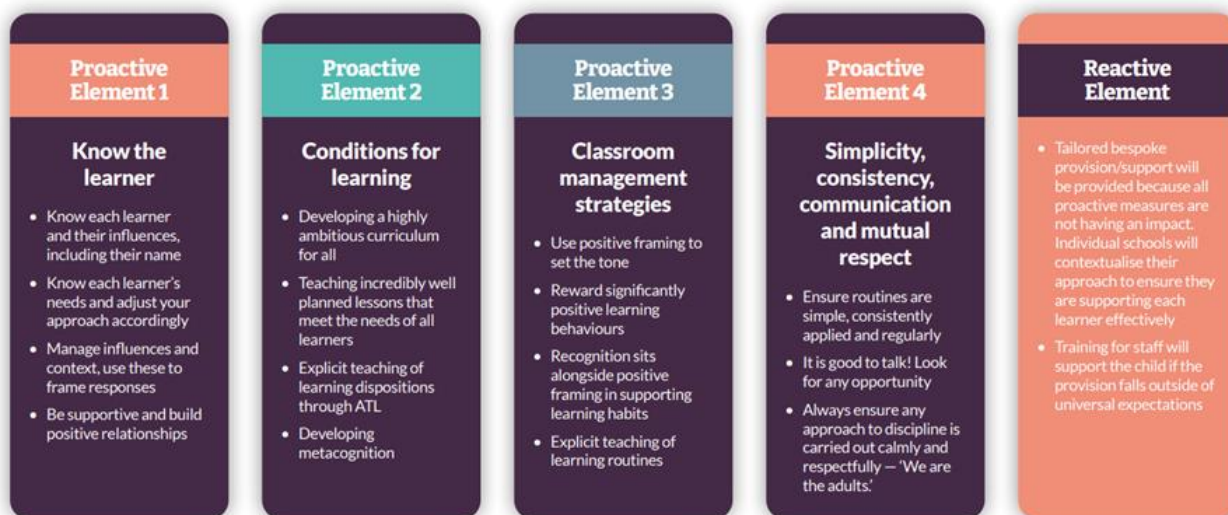
Behaviour and Attitudes

"Everyone is a leader of behaviour."



The highest of expectations and standards

This behaviour strategy is owned by our trust family, but led strategically at both trust and whole school level to support our approach to developing inclusive schools. It will be applied proactively using a partnership approach that embodies the principles of mutual respect. Systems will be used consistently but the aim is for these to become largely invisible.



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1 Aims

The NOVA Education Trusts primary behaviour and conduct policy is central to ensuring that our school communities are safe, positive, and purposeful where teachers can teach in disruption free classrooms and that children can learn free from disruption.

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-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

This policy should be read in conjunction with the exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion.

2 Legislation and statutory requirements

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 - 2023](#)
- [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:

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

When misbehaviour occurs, it should be dealt with consistently using the sanctions that schools have in place, restorative work should be undertaken to ensure that misbehaviour does not escalate.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking and Vaping
- Racist, sexist, homophobic or discriminatory behaviour (all protected characteristics)
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour
 - Online sexual harassment
- Serious malicious allegation
- Possession of any prohibited items. These are but not limited to:
 - Knives or weapons
 - Alcohol
 - Drugs to include over the counter, prescribed and illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Vapes and vape paraphernalia
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

If serious misbehaviour occurs schools will investigate the incident fully, they will treat each case individually using a balanced and proportionate approach. Schools have a range of sanctions

available to them, the Individual Head Teachers will decide the best course of action. Sanctions available are detailed in section 7.

Schools are free to use internal seclusion external seclusion (based at another school) managed moves, alternative provision, Fixed Term Exclusion, Permanent Exclusion.

4 Roles and responsibilities

'A shared responsibility for all.'

Promoting excellent behaviour and attitudes in our children and young people is a shared partnership responsibility between home and school. Parents/carers are a major influence on their children's behaviour and we at school reinforce the attitudes, courtesies, and disciplined behaviour that children begin at home.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others.
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

We aim to ensure that:

- Positive behaviour is rewarded
- Misbehaviour and Serious Misbehaviour is dealt with promptly, firmly, fairly, and consistently
- Parents/carers are provided with feedback about their child's / young adults behaviour, communication should be highly effective

'Everyone is a leader of behaviour.'

Working as a team, we all have responsibility for behaviour. The quote 'The standard you walk past is the standard you accept' (Lt General Morrison) captures our mantra.

Learners are expected to:

- Be proud of their school community
- Behave in an orderly and self-controlled way
- Arrive on time, every time
- Ensure mobile phones are off, away and not used when on the school site
- Bring their own equipment and be ready to learn
- Be courteous and show consideration for others
- Show respect and be respectful
- Respect other people's physical space
- Care for their own and others' safety, property, and well-being always
- Move quickly and quietly around the school, treat the school buildings and school property with respect
- Maintain the physical environment of the school to the highest standard
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school
- Talk politely using developed language and not shout out. All learners are expected to actively engage with staff and visitors, good morning and good afternoon is the standard response that should be expected.

Parents / Carers are expected to:

- Actively assist and support the school to help their child grow, personally and socially
- Be responsible for their child's health, welfare and well-being
- Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in their child's development

- Engage with parents' evenings, review meetings, information meetings and other relevant meetings, seeking support where necessary
- Talk regularly to their child about school
- Let the school know of concerns, problems or changes of circumstance which may affect their child's work or behaviour
- Support the behaviour policy of the school

All Staff are expected to:

- Be friendly, open, fair but firm and communicate professionally at all times
- Challenge incidents of poor behaviour in a calm and professional manner – reporting incidents when necessary
- Undertake supervisory duties as and when required, whilst undertaking these pro-actively communicate with learners effectively
- Provide effective passive supervision for all learners at all times
- Ensure the building is clean and tidy
- Commit to their own professional development

Responsibilities of wider staff are referenced in appendix 2, (Responsibilities of Teachers & Middle Leaders) appendix 3, (Responsibilities of Leaders) appendix 4 (Responsibilities of the Trust and Governance).

To support this shared responsibility each school will have a 'Home School agreement'. [School to include their agreement as appendix 1- Trust starting point provided]

5 Behaviour culture, attitudes and curriculum

The Nova Classroom supports transformative behaviour and attitudes

Strong behaviour systems and structures are pivotal to achieving what we expect to see in our classrooms. Our aim is for all lessons to be free from disruption. For behaviour in lessons we expect:

- Teachers to know their students and their learning needs well
- Students to be happy, they are able to experience a sense of achievement everyday
- That there is a culture of high expectation
- That everyone is included and all needs are met
- That the environment is well organised, inviting and stimulating
- Behaviour standards to be high, with any inappropriate behaviour being dealt with effectively, all students' self- esteem and needs taken into consideration

It is not however, not just about behaviour in our classrooms, we expect positive behaviour at all points of the school day. For behaviour outside of lesson we expect all learners to:

- Be proud to be part of their school community and treat everyone with respect
- Be courteous and respectful
- Engage positively with everyone within the school community
- Walk calmly but purposefully around the school following the movement structures.
- Respect other people's physical space
- Talk politely using developed language, no shouting
- Actively engage with staff and visitors, good morning and good afternoon is the standard

5.1 Our schools' behaviour culture and curriculum

At Westdale Junior School, our behaviour curriculum is called Behaviour: The Westdale Way. Our approach ensures we are consistent, clear, systematic in our use of rewards and sanctions, and restorative.

As well as the British Values of: democracy, the rule of law, individual liberty, mutual respect and tolerance, everything we do at Westdale Junior School, is driven by our ethos of 'Work Hard, Be Kind.'

Our 'Work Hard' values are:

-Willingness to learn

Our 'Be Kind' values are:

-Compassion

-Motivation
-Determination
-Resilience
-Reflection

-Fairness
-Respect
-Integrity
-Honesty
-Courage

"The Westdale Way" lays out the specific behaviours that we expect to see around school. This includes: in the classrooms, at breaktimes and during transitions. All staff undertake training to support children with regulating their behaviour, and expectations are explained to children throughout induction week, weekly "Work Hard, Be Kind" assemblies and at the start of each term.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school and individual classrooms.

To do this all staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's behaviour curriculum and any personalised systems to their classroom / teaching group
- Develop a positive relationship with pupils, which include:
 - Greeting pupils at the door at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding lessons positively and starting the next lesson a fresh
 - Having a plan for dealing with low-level disruption
 - Using positive framing and positive reinforcement

The behaviours specified in Behaviour: The Westdale Way are as follows:

Being Kind

Compassion

- I notice when other people do things well and I compliment them
- I say thank you when I receive something or someone does something nice for me
- I ask questions and show an interest in others
- I support my team mates when they are finding things tricky
- If someone is upset, I try to see if I can help them

Fairness

- I accept consequences for my actions
- I win or lose graciously
- I include others in conversations and games

Respect

- I say please and thank you when asking for something
- I say excuse me if someone is in my way
- I use school equipment and learning tools carefully and considerately
- I keep my desk clear and only use school resources in the classroom
- I keep chair legs firmly on the floor
- If there is litter or clutter somewhere, I tidy it up

Integrity

- I follow the school rules at all times, even when no one is looking
- I take responsibility for my appearance and have my t shirt tucked in
- If I wear jewellery, I only wear small stud earrings and a watch
- I come to school without wearing make-up and nail varnish

Honesty

- I only say things that are true, kind or helpful
- I take responsibility when I have done something wrong and try to make it right

Courage

- I try to solve problems and find solutions myself
- I try to keep calm even if something has upset me
- I ask an adult for help if I am worried about something
- I seek support from an adult if I find something too difficult to deal with on my own

Anti-bullying

- I know that bullying is when somebody is unkind "Several Times on Purpose" and that, if it happens, I should "Start Telling Other People"
- I know that bullying can be physical, emotional and verbal and can also take place online
- I know that bullying often involves an imbalance of power
- I know that if you think you are or someone you know is being bullied, then you need to tell an adult

Working Hard

Willingness to Learn

- I take care of my equipment so that I am ready to learn
- I bring my Reading Diary to school EVERY day
- I make sure that my PE kit is in school EVERY day

When speaking and listening:

- I listen carefully to other people's ideas and opinions
- I raise my hand to contribute
- I answer in full sentences
- I use a loud and proud voice so that everyone I am talking to can hear me
- I maintain eye contact

- I face forwards
- I sit up straight
- I let others finish speaking before I talk
- I track the speaker
- I follow instructions straight away
- If I do not understand something, I ask for help

In the cloakroom:

- I hang my bag and coat on my peg neatly on my peg to keep my belongings organised

Within lessons:

-I use my time well and don't go to the toilet or unless I really need to

Motivation

- I make the most of every opportunity and try my hardest all the time
- I seek to find solutions to problems
- I give things a go even if I am not 100% sure about something

When presenting my work:

- All of my exercise books have a sticker with my name and subject on the front
- I keep the front cover of my exercise books clear from any marks
- I take pride with all of my presentation in all pieces of work
- I cross out mistakes with a single line, using a ruler
- I only use a rubber when crossing out a mistake would not be appropriate
- All edits and improvements made to a piece of work are completed in green pen
- All letters are joined following Westdale's handwriting scheme

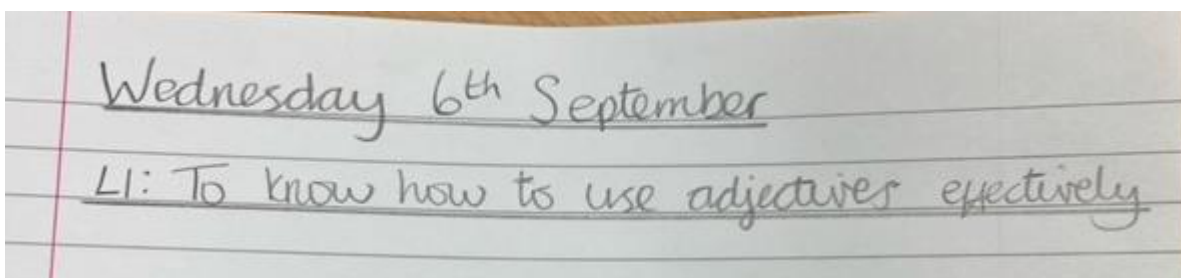
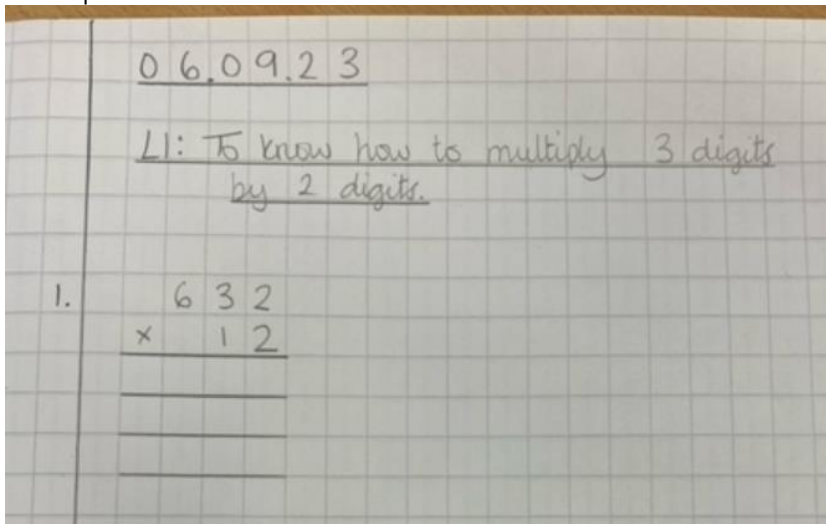
In my maths books:

- A margin of 2 squares is drawn using a ruler on the left hand side
- The short date is written on the top line of the book
- A line is missed and the learning intention is written
- Only one digit is written in each square

In all other books:

- The long date is written on the top line of the book. Days and months must start with a capital letter
- A line is missed and the learning intention is written

Examples of Presentation



Determination

- I know my targets and proactively work towards achieving them
- I use success criteria to help me move my learning forwards





Resilience

- I try to explain where I have gone wrong and I correct my mistakes
- I apply a 'can do' attitude
- I keep trying my hardest even when things are tricky

Reflection

- I respond to feedback from adults and peers both orally and in green pen in my books
- I can identify what I have done well and say what I am proud of
- I evaluate my work against the success criteria and make improvements as necessary







Behaviour Choices: The Westdale Way

If we are willing and ready to learn, it means that you are... 		
1		...facing forwards
2		...sitting up straight
3		...listening to others
4		...tracking the speaker
5		...following instructions straight away
6		...ask for help if you do not understand

This means that:

- ✓ We are focused
- ✓ Other people can learn
- ✓ We know what we are doing

Behaviour Choices: The Westdale Way

What happens If I Make Wrong Choices?	
0 Level 0	 My teacher will give me a silent reminder.
1 Level 1	 My teacher will give me a verbal warning or reflect card.
2 Level 2	 My teacher will ask me to move to a different seat
3 Level 3	 I will spend some time out in a different class.
4 Level 4	 I will have to talk to Miss Kyle, Mrs Thornhill, Mrs James or Mrs Park.
Afterwards	 We make it better and move on.

This means that:

- ✓ We learn that there are consequences for our actions

Transitions & Unstructured Times

At the start of the day:

- I arrive on the playground
- I turn off my phone and put it away in my bag or pocket
- I walk my bike or scooter around to the shed
- I take my lunchbox, snack and water bottle out of my bag
- If I am in Year 3 or 4, I put my lunchbox on the trolley
- When the bell rings, I walk quickly to my line and line up in single file
- I say good morning to the adults who greet me

-I face forward and enter the building

In the corridors:

- I face forwards
- I walk in a straight line
- I walk without talking
- I walk on the left of the corridor

Lining up outside the classroom:

- I line up in the correct order
- I line up in single file
- I stand straight, without my back against the wall

Outside:

- I take my coat outside at the start of break/lunch
- I ensure my drinks bottle is moved outside my classroom or to the foyer at the start of lunch
- I keep my hands and feet to myself
- I demonstrate kindness to others
- I actively include others
- I use all equipment in the way it should be used and treat it with respect
- I only use footballs in the football zone
- I wear a bib when playing football
- I remain outside for the duration of lunch and break and get a "pass" from a grown-up if I need the toilet
- If I hurt myself, I go to see a First Aider straight away
- When the whistle for my lunch time blows, I walk briskly to my line
- When the first bell rings, I quickly pack away equipment
- I support the Sports Champions collect the equipment
- I collect my coat or jumper if I have taken it off
- When the second bell rings, I climb down off any equipment and stand still
- When the third bell goes, I walk to my line
- I line up quietly, facing the front and in the correct order

In the dining hall:

- I speak quietly to those around me
- I use a knife and fork correctly
- I eat only the food that has been packed for or given to me
- I try to eat everything on my plate or in my lunchbox
- I tidy away my cup, plate, cutlery and any rubbish myself



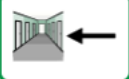

At the end of the day:

- I line up in the designated spot
- I tell my teacher when I can see my grown up and wait to be dismissed
- If I am in Year 3 or 4, I go with my grown up to collect my lunch box
- I collect my scooter or bike from the bike shed and walk it off the playground
- If my grown up does not arrive as expected, I tell a teacher who will take me to the office

School trips:

- I know that, when I am on a school trip, I am representing Westdale Junior School
- When travelling on private or public transport, I talk quietly and stay sat down safely
- I use excellent manners at all times and say thank you to people who have driven us
- I listen carefully to all adults at all times – teachers, TAs, volunteers or leaders from venues
- I stay with my group at all times and keep an eye on my buddy
- When walking on the pavement, I make space for other pedestrians





If you are walking
“The Westdale Way”,
it means that you are:

- | | | |
|---|---|--|
| 1 |  | Facing forwards |
| 2 |  | Walking in a straight line, one behind the other |
| 3 |  | Walking on the left of the corridors |
| 4 |  | Walking without talking |

This means that:

- ✓ We stay safe
- ✓ We arrive at our lessons calm and ready to learn
- ✓ We respect other people who are working

If you are lining up
“The Westdale Way”,
it means that you are:

- | | | |
|---|---|--|
| 1 |  | ...in the correct place in the line |
| 2 |  | ...standing still, facing the front |
| 3 |  | ...standing away from the wall |
| 4 |  | ...listening to our teacher's instructions |

This means that:

- ✓ We stay safe
- ✓ We arrive at our lessons calm and ready to learn
- ✓ We know what we are doing

5.2 System used to manage behaviour

All behaviour incidents and sanctions are recorded and monitored through our MIS system – Bromcom. Bromcom is used to track behaviour patterns and incidents to support personalised and strategic intervention and reporting.

When recorded on the schools' MIS, a description will be assigned to entry to allow the above to be achieved. Examples of descriptions:

EXAMPLE SYSTEM DESCRIPTIONS	
Attitude to learning - poor	Illicit item / substance
Behaviour - Disruption to learning	Physical - inappropriate contact (pupil)
Behaviour - Threatening	Physical - inappropriate contact (staff)
Behaviour - Unkind	Physical - violence (pupil)
Bullying	Physical - violence (staff)
Bullying (potential)	Theft
Damage to school property	Verbal abuse (pupil)
Defiance to staff	Verbal abuse (staff)
Discriminatory language	Walking out of lesson
Disrespectful to staff	

For each behaviour record created, context may also be added, where necessary, to understand to conditions around the behaviour.

5.3 Responding to misbehaviour in lesson / learning spaces

We expect all lessons to be calm and purposeful. Children will be highly engaged and have a thirst for learning. There will be true partnership working and collaboration. Our aim is for all lessons to be free from disruption, allowing all children to learn and be most successful.

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.

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

Westdale Junior Stepped Approach for Correction of Behaviour – Gentle Approach, use child's name, child level, eye contact, deliver message		
Steps	Actions	Possible Behaviours (not an exhaustive list)
Establishing clear expectations	<ul style="list-style-type: none"> • "The Westdale Way" explained to children and referred to by staff • I need you to... • At Westdale we... • In this classroom we... 	
Level 0 Non-verbal reminder	<ul style="list-style-type: none"> • "The look" • Body language • Pausing • Sign language • "I'm need 1/2/3 people" • I've almost got 100% 	<ul style="list-style-type: none"> • Low level disruption <ul style="list-style-type: none"> ◦ Talking when teacher or someone else is talking ◦ Swinging on chair ◦ Not tracking the speaker ◦ Fiddling ◦ Not following instructions
Level 1 Reflect card/Verbal Warning	<ul style="list-style-type: none"> • Reflect card placed on desk and/or • Gentle reminder that you have already addressed the issue with them • "This is the second time I've had to remind you to..." 	<ul style="list-style-type: none"> • Continuation of low level behaviours
Level 2 Move in class to a different spot Log on Bromcom – category and note of behaviour Restorative conversation (After the lesson) Restore and repair	<ul style="list-style-type: none"> • Quietly to child - "You've had time to reflect on your behaviour and you're still choosing to..." so I need you to move here for me, please. If I see an improvement, you might be able to move back in 10/15 mins" • At the end of the lesson: "I just need to have a conversation conversation with you (5 mins max.) about what happened during that lesson". Staff to use restorative prompts on lanyard. 	<ul style="list-style-type: none"> • Continuation of low level behaviours
Level 3 Move to a partner class (staff to decide where is appropriate) Log on Bromcom – category and note of behaviour Communication home	<ul style="list-style-type: none"> • "Despite the fact that you've been moved, you're still disrupting the learning of others so now I need you to take your work to.... If you work hard in that classroom, you can come back in 10/15 mins. They will tell you when you can come back. Off you go, please and I hope to see you back in here soon." • Longer conversation after lesson – 10 minutes of break missed. 	<ul style="list-style-type: none"> • Continuation of low level behaviours • Swearing

<p>Level 4</p> <p>Red hand</p> <p>SLT involved</p> <p>Log on Bromcom – category and note of behaviour</p> <p>Communication home</p>	<ul style="list-style-type: none"> • Where appropriate, ask the child to come to SLT office • Otherwise, send another child with a red hand to send for assistance. • Breaktime missed 	<ul style="list-style-type: none"> • Continuation of low level behaviours • Repeated swearing • Physical incidents • Vandalising school property • Refusal to follow through on Level 3 sanctions
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5.4 Responding to misbehaviour outside of lesson

We expect all children to be proud to be part of their school community. We take every opportunity teach the characteristics of courtesy and respect and understanding of personal space. We aim for all students to talk politely using developed language and will not shout out. All children will be encouraged to say good morning and good afternoon, and staff will model this.

At Westdale Junior School, clear expectations about behaviour during transition times and unstructured is specified in the Behaviour: The Westdale Way document. Should behaviour fall below these expectations, all staff will address this at the time.

During transitions, children will be expected to “Do it again, better” should they not follow the routines laid out in Behaviour: The Westdale Way. At lunchtimes, Midday Supervisors and staff on duty will address low-level behaviour and inform class teachers of any misbehaviour at the end of breaktime. Where repeated misbehaviour occurs or an unsafe behaviour (such as rough play) staff will ask children to sit out (time out) for 5 minutes to reflect on their behaviour. A member of SLT will always be in on duty to support with repeated or more serious misbehaviour.

5.5 Responding to misbehaviour away from the school site

On a school day, every learner represents the school on their journeys to and from school and students are expected to observe the basic principles of the behaviour policy and the school's code of conduct.

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 member of our school community

Sanctions may also be applied where a learner has misbehaved off-site at any time including being on-line, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school and damage the reputation of the school
- Poses a threat to another learner or member of the public
- Could adversely affect the reputation of the school

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

5.6 Responding to misbehaviour online

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.

Where the online misbehaviour is directed at another individual and could be constituted as bullying, please refer to the schools Anti-Bullying Strategy and Policy.

6 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, a member of SLT 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 Sanctions

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 may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal warning
- Change in seat
- Time out - in a specific location in the classroom
- Time out - outside of the classroom
- Removal from lesson - to another class
- Removal from lesson - to a member of SLT
- Expecting work to be completed at home, or at break or lunchtime
- Missed (partial of full) breaks or lunchtimes
- Referring the child / young adult to a senior member of staff
- Letters or phone calls home to parents/carer
- Agreeing a behaviour contract
- Putting a pupil 'on report'

In response to serious or persistent misbehaviours, we may use:

- Time spent in supervised isolation in the head teacher's office or another room with a different member of staff.

- Referral may be made during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.
- Internal seclusion
- External seclusion (based at another school)
- Managed move
- Alternative provision
- Fixed Term Exclusion
- Permanent Exclusion although this should be an ultimate last resort and will require CEO (Chief Executive Officer) approval.

Personal circumstances of the pupil will be considered when deciding on the appropriate sanction(s). Decisions will be made on a case-by-case basis, but with due consideration given to perceived parity and fairness.

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 suspensions and 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, 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 Responding to good behaviour and rewards

When a pupil's behaviour 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.

Positive behaviour will be rewarded with:

- Verbal praise
- "Moving up the mountain"
- Wrist bands
- Positive behaviour record on Bromcom
- Positive note in parent communication book
- Communicating praise to parents via a phone call or written correspondence
- Certificates, postcards, prize ceremonies or special assemblies
- Success boards
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity

Behaviour - Positive



10.1 System used to record positive behaviours

Positive behaviour is recorded and monitored through our MIS system – Bromcom.

When recorded on the schools' MIS, a description will be assigned to entry to allow the above to be achieved. Examples of descriptions:

EXAMPLE SYSTEM DESCRIPTIONS	
Work Hard	Be Kind

For each positive behaviour record created, context may also be added, where necessary.

11 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. This could include measures such as:

- Reintegration meetings
- Daily contact with a member of SLT
- A report card with personalised behaviour goals

12 Bullying

There may sometimes be misunderstanding about the meaning of the term 'bullying'. One-off incidents, whilst they may be very serious and must always be dealt with, do not fall within the definition of 'bullying'.

We define bullying as persistent or repeated, deliberate attempt to hurt or humiliate someone. There are various types of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated, often over a period of time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Hazing or initiation	Rituals which may involve harassment, abuse or humiliation, this can be online or in person.

Please refer to our Anti-Bullying Policy and Strategy for further details on our approach to preventing and addressing bullying.

13 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.

Please refer to our Child Protection and Safeguarding Policy for more information.

14 Use of reasonable force and positive handling

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

For further information please refer to the Use of Reasonable Force Policy.

15 Confiscation, searches and screening

Any prohibited items (listed in section 3) found in a pupils' possession will be confiscated.

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

Confiscated items will be kept in a locked cupboard in the classroom, in a locked drawer in the school office or Head Teacher's office until an agreed date and time for return to a responsible and appropriate person. This is unless the item is unsafe, required as part of an ongoing investigation or prohibited, and will therefore be stored appropriately until such time a collection is made, and/or a means of disposal is agreed, where appropriate.

A Headteacher or a member of staff authorised by the Headteacher, Deputy Head Teacher (Elaine, Thornhill), Vanessa McGill (Assistant Headteacher), Sarah James (SENCO) can carry out a search for prohibited items where there are reasonable grounds for suspecting that a pupil is in possession of a prohibited item. There is no requirement for this authorisation to be provided in writing.

The return / destruction of any item should be handled in line with the DfE (Department for Education) guidance on searching, screening, and confiscation. The police may be requested to dispose of the item or seize should it be deemed necessary.

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

16 Harmful sexual behaviour, 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
- Any outcome 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
- Refer to CAMHs
- Report to the police

It is the school's legal responsibility under Keeping Children Safe in Education (2023) to support both the victim and perpetrator when investigating and managing a concern of this nature.

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

17 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.

18 Pupil induction and support

Pupils will be made aware of the following during their induction into the school and schools' 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 and onboarding sessions wherever appropriate.
- Supported to develop an understanding of the school's behaviour curriculum, policy and wider culture.
- 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 admissions. Please see our Admissions Policy for further information.

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. The school will use its work on the developed behaviour curriculum to support this induction.

Preparing outgoing pupils for transition

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 any transition point.

19 Training

As part of our continual induction and onboarding processes, our staff are provided with regular training on managing behaviour, including training on:

- How to enact the behaviour curriculum
- How to use the Consequence system effectively
- How to use positive framing and positive reinforcement

Relevant staff will also have specific training on the proper use of restraint. As part of their induction process and as part of individual schools CPL offer, we will ensure that all staff understand their responsibility for leading behaviour standards across the school.

- INSET training on establishing positive behaviour and routines.
- Behaviour through a trauma lens.
- Ongoing supporting children with behaviour needs linked to SEND
- Ongoing verbal feedback and coaching to support behaviour management

20 Monitoring arrangements

20.1 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 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.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 20.1).

21 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions Policy
- Anti-Bullying Policy
- Educational Trips and Visits
- Safeguarding Policy
- Mobile Phone Policy
- Uniform Policy
- Use of reasonable force Policy
- Acceptable use policy
- Attendance Policy
- Complaints Policy
- Behaviour: The Westdale Way

Appendix 1 Home School Agreement

[Schools to amend/adapt as necessary – this includes; changing format and layout if required]

[INSERT SCHOOL NAME]: Home School Agreement

[INSERT SCHOOL NAME] recognises that the successful development of its learners depends on an effective partnership between the school, learners, and parents/carers. All three parties share responsibility for the development and achievement of every learner.

We expect all members of our school communities:

- To jointly share the responsibility for securing and maintaining a positive learning environment
- To be courteous and show consideration for others
- To show respect and be respectful
- To care for their own and others' safety, property, and well-being always

As a school, I/we will:

Provide a secure, caring and clean environment for your child
Communicate effectively with parents, celebrating success and challenging problems
Provide a balanced curriculum which will meet the needs of your child
Offer support, guidance and advice as and when needed
Keep you regularly informed about your child's progress
Welcome your support, feedback and involvement in the life of the school

Signed by tutor:

Date:

As parent/carer, I/we will:

Actively assist and support the school to help my child grow, personally and socially
Be responsible for my child's health, welfare and well-being
Jointly share the responsibility for securing and maintaining a positive learning environment and show an interest in my child's development
Engage with parents' evenings, review meetings, information meetings and other relevant meetings, seeking support where necessary
Talk regularly to my child about school
Let the school know of concerns, problems or changes of circumstance which may affect their child's work or behaviour
Support the behaviour policy of the school

Signed by parent/carer:

Date:

As a learner, I will:

Be proud of my school community and value my education
Attend school every day and arrive on time every time
Ensure my mobile phone is off, away and not used when on the school site
Bring my own equipment and be ready to learn
Be courteous and show consideration for others
Show respect and be respectful
complete all my classwork and homework on time and to the best of my ability
Refuse to take part in bullying or antisocial behaviour
Respect the environment of the school and its neighbourhood

Signed by pupil:

Date:

Appendix 2 Responsibilities of Teachers & Middle Leaders

Teachers are expected to:

- Own your space. On entry stand at your door to meet and greet learners, be enthusiastic and fair. On exit stand at your door to control the exit and manage the flow of learners into the building, be pro-active and fair
- Know the names and roles of any other adult in the class
- Ensure the consequence system is displayed and that all learners know how it works
- Be clear and consistent with your rules, ensure everyone understands these
- Know the rewards system and ensure you use this when required
- Take responsibility for pro-actively managing the behaviour of learners and follow the behaviour policy consistently
- Ensure the classroom is a clean and tidy learning environment by managing student movement and activities effectively
- Use positive framing effectively to support classroom management practice
- Stay calm and not react to any form of antagonism
- Support other colleagues to pro-actively develop transformative behaviour and standards

Learners

- Know the names of your learners
- Know the needs of all of your learners, especially those who have SEND needs

Teaching

- Plan and prepare highly engaging knowledge rich lessons that are ambitious and will make the learners think
- Praise the behaviour that you want to see more of
- Teach learners classroom routines
- Have clear routines for transitions and for stopping the lesson
- Differentiate the work effectively

Communication with Parents

- Give feedback to parents about behaviour, let them know about the good days as well as the bad

Middle Leaders are expected to:

- Take ownership for securing transformative behaviour and attitudes standards in their areas, outside of their classrooms
- Understand, lead and model the vision and expected high standards for behaviour and attitudes in their area and across the school
- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Ensure that securing transformative behaviour and attitudes across their area is a high priority for them as a leader
- Commit to supporting others to grow and develop as excellent leaders of behaviour
- Model the behaviours you would expect to see from your staff
- Support supply teachers to teach in disruption free classrooms
- Are expert leaders of behaviour in their own classrooms and beyond, including keeping up to date wider reading to ensure they have a secure knowledge of behaviour theory, research and evidence-based approaches.
- Provide a high-quality CPL programme that enables their teams to develop their behaviour and attitudes expertise

Communication with Parents

- Build positive relationships with the parents of pupils with behaviour difficulties.

Appendix 3 Responsibilities of Senior Leaders and Head Teachers

Head Teachers and Senior Leaders are expected to:

Policy

- Shape, lead and model the vision and expected high standards for the Behaviour and Attitudes culture in their school.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Ensure all staff and learners are clear on the sanction and reward systems within the school
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Leadership

- Place Behaviour and Attitudes at the core of their work. Every day they will ask themselves how have I contributed to improving the behaviour culture in this school?
- Have a plan for the continual improvement of behaviour that is regularly evaluated
- Ensure that all staff have access to ongoing, relevant Behaviour focused CPL
- Model the behaviours you want to see from your staff.
- Reset behaviour expectations and celebrate successes at regular opportunities

Physical environment

- Be the face of their schools in the community. Every day you will ensure that you are outside the school at the start and end of the day
- Ensure that other Senior Leadership Team members are a visible presence around the school. Recognise hotspots and ensure that leaders are deployed at changeover points to alleviate any pressures
- Check that learners are moving around the school site in an orderly manner.
- Check up on behaviour outside the school.
- Check the building is clean and well-maintained.

Staff

- Know the names of all staff.
- Praise the good performance of staff.
- Ensure that staff and students are supported to behave to the highest level. Underperformance should be challenged and work to improve behaviour practice instigated and led.

Children

- Praise good behaviour.
- Celebrate successes.

Teaching

- Monitor the amount of praise, rewards and punishments given by individual staff.
- Ensure that staff praise good behaviour and work.
- Ensure that staff understand special needs of pupils. Individual pupils
- Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
- Put in place suitable support for pupils with behavioural difficulties.

Communication with Parents

- Build positive relationships with all parents but specifically those parents / carers whose children are experiencing behaviour difficulties.

Appendix 4 Responsibilities of the Trust and Governance

Executive Leaders are expected to:

- Ensure all of our schools are supported and challenged to deliver on our commitment to provide disruption free learning environments
- Commit to their own continued professional learning
- Ensure all schools provide a safe, secure, inclusive and inspiring learning environment that enables the development of all staff and students
- Prioritise and support the professional development of all staff to ensure outstanding practice and provision
- Work with Head Teachers to challenge any underperformance in Behaviour and Attitudes practice. Provide relevant support to ensure that work to improve is rapidly instigated and effectively led.
- Commit to sharing excellent practice across the trust and wider education sector

Governors are expected to:

- Support, challenge and hold to account the Head of School as part of their monitoring of school provision
- Scrutinise behaviour data as one measure of the impact and quality of a school's overall provision
- Ensure that the school makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Visit the school in session in order to understand, support and challenge the quality of behaviour provision
- Are committed to their own learning to enable them to discharge their role effectively.

Directors are expected to:

- Support, challenge and hold to account the CEO as part of their monitoring of Trust provision, including behaviour and attitudes, for all students
- Scrutinise behaviour data as one measure of the impact and quality of the Trust's work
- Ensure that the Trust makes the best use of its resources to ensure a quality of education for its students
- Scrutinise provision for all students, including key, identified groups such as SEND, Pupil Premium and LACs
- Are committed to their own learning to enable them to discharge their role effective