



Be Ready, Be Respectful and Be Safe



**Prince of Wales Primary School**

**Autumn 2022**

## **Behaviour Policy**

**Review: Autumn 2025**

**Adopted by the Governing Body**

**Date:**

**Signed:**

**Chair:**

**Head Teacher:**

**To be reviewed: *Autumn 2022***

**Behaviour Policy**



Be Ready, Be Respectful and Be Safe

## Policy statement

Prince of Wales School is committed to creating an environment where positive behaviour is key to effective learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy supports staff in teaching self-discipline and supports our school values. There is a strong emphasis on respectful behaviour and positive relationships and a partnership approach in managing poor behaviour and effective interventions that support both staff and pupils. Our policy has been updated to reflect the latest advice from Behaviour in Schools September 2022 ([Behaviour in schools guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance)).

## Aims

- To create a culture of excellent behaviour for learning and for community life
- To ensure all pupils are treated fairly, shown respect and to promote good relationships
- To refuse to give pupils attention and importance for poor conduct
- To help pupils take control over their behaviour and be responsible for the consequences of it
- To build a community which demonstrates the school values
- To promote community cohesions through good relationships
- To ensure that excellent behaviour is a minimum expectation for all

## Purpose of the policy

To provide simple, practical procedures for pupils and staff.

- Recognise behaviour expectations
- Positively reinforce good behaviour
- Promote self-esteem and self- discipline
- Teach appropriate behaviour through positive interventions

## Consistency in Practice

- **Consistent language**, consistent response: Referring to agreements made between pupils and staff- simple and clear expectations reflected in all language about behaviour
- **Consistent follow up**: teachers taking responsibility for behaviour interventions, seeking support but not delegating
- **Consistent positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- **Consistent consequences**: defined and agreed at the classroom level as well as established structures for more serious behaviours
- **Consistent, simple rules/agreements/expectations** to promote appropriate behaviour including posters, symbols and creative signage
- **Consistent respect from all adults**: even in the face of disrespectful learners
- **Consistent models of emotional control**: emotional restraint that is modelled as well as being taught
- **Consistent routines for behaviour around the site**: the classroom, the corridors, the hall, the dining room, the playgrounds...
- **Consistent environment**: consistent visual messages displaying the rules and values with positive images rather than marketing slogans

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## Be Ready, Be Respectful and Be Safe

*Consistency lies in the behaviour of all the adults and the determination of every member of staff. It is hard fought and easily lost. The key is to develop consistency that is visible through every interaction of behaviour where learners feel treated as valued individuals*

### All staff

- Meet and greet the children
- Refer to the three rules- **Be Ready, Be Respectful, Be Safe**
- Model positive behaviours and build relationships
- Plan and deliver lessons that engage, challenge and meet the needs of all the learners
- Are calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with their pupils

### Year Leaders

They are not expected to deal with behaviour referrals in isolation but to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils

- Provide opportunities to meet as a year group and welcome all the pupils
- Be a visible presence in the year group
- Support year group colleagues in returning pupils to learning and sitting in on reparation meetings and supporting staff/conversations
- Celebrate those who go above and beyond- both pupils and staff
- Encourage use of positive notes and positive phone calls

### Senior Leadership Team

They are not expected to deal with behaviour referrals in isolation but to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils

- Welcome pupils and parents in the playground at the start and end of the day
- Be a visible presence around the school especially during transitions including break and lunchtime
- Regularly share good practice
- Support all teachers in managing pupils including those with more complex behaviours
- Use behaviour data to provide appropriate interventions and review policy and procedures
- Regularly review provision for all learners
- Identify further training and support

### Recognition and Rewards for effort

We recognise and reward pupils who go 'over and above' our standards. Although we have a range of rewards we understand that a quiet word or personal praise can be as effective as a more public reward. The use of praise in developing a positive atmosphere in the classroom is key to developing positive relationships.

- Recognition boards
- Batons and certificates for displaying the school value



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- Names mentioned in the weekly newsletter
- Personal phone calls and personal notes sent home
- Prefect awards

### Managing Behaviour

Engagement with learning is always the primary aim and for most children a gentle reminder is all that is required. Steps should always be gone through with care and consideration, taking into account individual needs. Praise the behaviour you want to see and do not pander to attention seekers. All pupils must be given 'take up time' between the steps

### Supplementary Guidance for managing children's behaviour:

#### 1 Steps in managing and modifying poor behaviour

- Redirection:** Gentle encouragement, a 'nudge' in the right direction, a small act of kindness
- Reminder:** A reminder of the three rules delivered privately where possible. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
- Caution:** a clear verbal caution delivered privately where possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue
- Time out:** Give the pupil a chance to reflect away from the others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so.
- Internal referral:** at this point a child may be asked to go to another class in the same year group-*this stage can be missed out*
- Reparation:** a restorative meeting can take place using the prompts in appendix 2
- Formal meeting:** a meeting with the teacher and parents where targets are set. Another member of staff may be present too. Targets are shared and monitored over the course of two weeks.

*A serious breach is an incident that may lead to a fixed term suspension.*

#### 2. Restorative conversations

Here at Prince of Wales we believe restorative conversations are about putting relationships first: building, maintaining and repairing. This could be child/child or adult /child.

Restorative conversations are guided by an adult and are done **with pupils** not **to** or **for** them and should be held at the right time, right place and to the right degree.

Consider perspectives e.g. what happened in the playground?

My truth your truth and THE TRUTH, all from same situation but different perspectives.

#### Example questions

- What happened?
- What were you thinking/feeling just before?

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- What were you thinking/feeling at the time?
- What were you thinking/feeling afterwards?
- Who was affected/suffered by your actions/words?
- How do you feel about it now?
- What do we need to do to put it right?

We believe restorative conversations work best when adults spend less time on the problem and more time on the resolution.

We try to avoid asking the WHY question. It is a high functioning question.

Fiddling with something whilst talking helps some pupils as can doing something together during the restorative conversation such as building with Lego, sharpening pencils, etc.

### **3 Microscripts**

They are not expected to deal with behaviour referrals in isolation but to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils

You may choose one or two of the following to use in the next week as one of your pledges. Create your own or use these ideas below.

- a. You need to...(speak to me at the side of the room)
- b. I need to see you... (following the agreed routine)
- c. I expect...(to see your table tidy in the next two minutes)
- d. I know you will...(help James to clean the pen off his face)
- e. Thank you for...(letting go of her hair, let's walk and talk)
- f. I have heard what you said, now you must...(collect your things calmly and move to the thinking spot)
- g. We will... (have a better day tomorrow)

### **4 Provision for pupils who find adhering the rules difficult-**

Some children benefit from a more personalised behaviour plan. These children may have a Pastoral Support Plan (PSP) and have targeted, time limited support through an Emotional, Learning Support Assistant (ELSA).



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## **Appendix 1:**

### **Legislation and statutory requirements**

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice](#)
- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [Behaviour in schools guidance \(publishing.service.gov.uk\)](#) September 2022
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#) September 2022

This policy should be read in conjunction with the following policies:

- Exclusions policy
- Safeguarding policy
- Use of reasonable force
- Anti-bullying policy
- Equality policy



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### **Bullying or other forms of discrimination**

**We do not accept any form of bullying or discrimination including racial abuse.**

Bullying is defined at our school as any action or behaviour which is done deliberately to hurt someone else, either physically or emotionally. It is making people feel unhappy because of their ability, accent, age, appearance, clothes, disability, hard work, name, race, religion, belief, opinion, gender or family.

Types of bullying:

Physical : hitting, kicking, pushing and taking belongings

Emotional: being unfriendly, excluding, tormenting

Verbal : name calling, racism and insults

Indirect / indirect : Name-calling, sarcasm, spreading rumours, teasing

Cyber : Using text, photos, video, email, social media, Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Sexual: Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching

The School takes all bullying incidents very seriously and works hard to prevent this. Once proven, victim and perpetrator's parents are communicated with and events recorded.

Signs of bullying:

- may not want to be near perpetrator in any situation
- may be reluctant to come to school
- may become solitary
- may be generally unhappy
- does not always want to discuss their unhappiness
- may show signs of unhappiness / depression
- eating-overeats or not hungry, things missing from packed lunch
- may think something is wrong but nobody sure
- may be nervous or hesitant - may not want to do P.E. as contact possible
- may not want to go into playground
- may be reluctant to join in group activities –
- may show a change in attitude or behaviour, sudden or gradual

The perpetrator;

- paying attention to an individual frequently, or in an unwanted fashion
- shows very different behaviour to the victim compared to others
- may or may not have a history of bullying or being bullied
- wants to talk quietly in class but not about work
- shows a determined attitude in the playground
- overcompensates in attitude to adults or others



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Where does it happen;- Bullying can happen anywhere, at any time, not just playground at break time.

#### How bullying is dealt with:

1. A behaviour policy exists and is reviewed regularly at various levels. The bullying policy and statement are part of the overall Behaviour policy of the school.
2. Bullying incidents are dealt with on a one-to-one basis as each incident is different.
3. Procedures following an incident include:
  - a) a full investigation of the incident, hearing both sides and listening to witnesses
  - b) gaining an understanding as to why the incident happened, using strategies to ensure prevention, including empowering the victim.
  - c) in severe or repeated cases, a formal record is kept, appropriate sanctions applied, (which may include exclusion – refer to the exclusion policy) and parents / carers informed at a meeting with a senior member of staff, which will also be recorded.
  - d) racist incidences related bullying is dealt with in a systematic and recognised manner, and has a separate policy which has been realigned following the McPherson Report and is reported to Governors on a termly basis.

\*Bullying incidences can be reported on the school's website, as well as in person to any member of staff.

#### Discrimination

All members of the school community should be treated with the respect and sensitivity implicit within the practice of a code of equal opportunities. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, sexual orientation or ethnicity.

If a child feels s/he is being bullied or discriminated against we encourage the child to tell a member of staff. Staff are aware that bullying can take place and may go unreported. We ask parents to inform the school if they suspect their child is being bullied or discriminated against.

All allegations of bullying or discrimination will be thoroughly investigated, acted upon and recorded. Parents will be notified if their child bullies or discriminates against another child or is bullied/discriminated against by another child. Victims of bullying/discrimination will be reassured, offered further support and their parents involved if necessary.

#### Racial Incidents

The Race Relations Act 1976, Race Relations Amendment Act 2000 makes it unlawful to discriminate either directly or indirectly on the ground of race against anyone in the field of education. Racial grounds include race, colour, nationality, citizenship and ethnic or national origin.

Racism not only relates to the individual concerned but, by inference, extends to their family and their ethnic community as a whole.





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Racial incidents can take a variety of forms:-

- name calling - insults, jokes, taunts on the basis of race.
- racist graffiti - on walls, books, desks, school bags
- literature - books, comics or leaflets
- comments - in discussion during a lesson
- refusal to co-operate or work with a member of different ethnic group
- threat or actual physical assault because of a pupil's colour or ethnicity.

All incidents of racial harassment are recorded.

We tackle bullying and racial harassment with reference to Learning for All (Commission for Racial Equality CRE) and Stand-up Against Racism.

Prince of Wales' Statement on Bullying:

Prince of Wales is a school where everyone has the right to be themselves. It is a school where everyone can feel safe, happy and can learn. Everyone at our school is included and behave with respect and kindness to each other. Our school takes bullying seriously.

## What is bullying?

**Bullying is when a person is hurtful or unkind to someone else on purpose and usually more than once. Bullying can be done by one person or by a group of people. A useful way to remember bullying is:**

**SEVERAL TIMES ON PURPOSE  
(and hurtful)**

### Bullying can be:

- hitting or saying you are going to hit someone
- touching someone when they don't want you to
- calling someone names, teasing them, using rude language or saying horrible things about someone to other people
- stealing or damaging someone else's belongings
- ignoring someone on purpose or leaving them out
- sending hurtful or unkind texts, emails or online messages to someone or about someone

**If I see someone being bullied, I will not stand by and watch. I will tell a trusted adult.**



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## **Appendix 2: Roles and Responsibilities of other stake holders**

### **The Governing Body**

The Governing Body is responsible for reviewing and approving the aims.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation, every three years.

### **Parental Involvement**

This policy is dependent upon parental support and it is given to all parents/carers as they enrol their child into school. Parents are expected to support the school's behaviour policy.

Where children show aggression towards others or repeatedly demonstrate irresponsible behaviour, parents will be asked to take their child to school and wait with them until classes go in as well as collect from the playground at the end of the day.

Parents will be asked to pay in full or make a contribution towards putting right acts of vandalism, graffiti, theft and deliberate damage to property.



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### **Appendix 3:**

#### **Discipline and sanctions**

The emphasis is on positive action (recognition and reward) rather than negative action (punishment). Problems which occur should be dealt with constructively.

There are occasions when staff will need to challenge behaviours which are not safe or not conducive to learning. This includes behaviour beyond the school gate.

A range of disciplinary measures will be implemented consistently, openly and fairly. The school reserves the right to apply the following measures:

- verbal warning;
- missing social times at break or lunch time;
- instigating a Pastoral Support Plan;
- working separate from the class to reduce the impact of behaviours upon other pupils and staff
- community service in cases of disrespect for property or vandalism
- Check pupils' bags and confiscate pupils' property.
- Suspension or permanent exclusion (please see the exclusion policy for further details).

Deliberate failure to adhere to the Covid protective measures will be deemed as a serious breach of the school's discipline policy. Coughing or spitting at or towards any other person will be deemed as a serious breach of the school's discipline policy. Any pupil who does this will need a risk assessment to establish whether they are 'unfit for school.'

Should pupils fail to comply with expectations, in repeated or extreme cases, they may receive a fixed-term suspension. As part of a planned return to school following a suspension, parents/carers will be expected to have a meeting (virtual or live) with the Headteacher or Deputy Headteacher or senior member of staff to discuss a reintegration action plan.

Reasonable adjustments at certain stages in a child's or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social and Emotional Needs
- Adverse Childhood Experiences (ACE);
- Additional Learning Needs (ALN)

The school will make their best endeavours to ensure that pupils with additional needs are supported to meet the new expectations, rules and routines. Reasonable adjustments might include, but not limited to:

- preview of new rules and routines and perhaps a visit to school;
- additional support for the arrival and exit to school;
- additional support to adhere to break and lunch time expectations;
- re-teaching rules and routines;
- adapted resources;
- adapted sanctions and rewards.



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For pupils with additional learning needs and/or disabilities, a risk assessment will be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

#### Reasons why a pupil may be suspended or excluded:

##### Suspensions

Suspension may be considered for constant disruption to other children's learning if all other possible alternatives have been tried and failed. Suspension is always a last resort. Other sanctions are employed before resorting to exclusion from education at school. However, there are occasions when it is used in the first instance: Children can be suspended from school when there is a serious breach of health and safety. It could be that the child is beyond control and no longer safe, or that the child is a danger to other children and staff. Short-term suspensions of one day up to 15 days can be used at the discretion of the Headteacher.

On the whole, the following guidelines are considered:

- Persistent failure to comply with school's Behaviour Policy
- Persistent bullying towards a child or children
- Non-accidental contact with any member of staff
- Aggressive or violent behaviour towards peers or staff
- Constant disruption to other children's learning
- Leaving class without permission, leaving the site
- In all cases, the Local Authority procedures and Government guidance will be followed

**PERMANENT EXCLUSIONS** As stated above, persistent failure to respond to fixed term exclusions could result to permanent exclusion from the school. A permanent exclusion may also be considered as the result of a one-off incident such as:

- Serious actual or threatened violence against another pupil or individual on site
- Serious damage to school property
- Any violence towards a member of staff 15
- Carrying or using an offensive weapon
- Persistent bullying
- Where the health and safety of self or others is at risk



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### **Screening and searching pupils**

If staff believe items which are banned have been brought onto school premises, children's bags, coats and clothes may be searched.

This may include the following items:

- knives and weapons; • alcohol; • illegal drugs; • stolen items; • any article that the member of staff reasonably suspects has been, or is likely to be used: • to commit an offence, or • to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;<sup>4</sup> • fireworks; and • pornographic images.

### **Out of school behaviour**

The school may decide to discipline children on conduct that occurs beyond the school gate but that impacts on the lives of children and staff.

### **Payment for damage to school property**

The school may decide to invoice the parents / carers of pupils who have deliberately damaged school property.

### **Malicious allegations**

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

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

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

### **Bibliography**

Paul Dix-When the Adults Change

Charlie Taylor's Government Adviser for Behaviour [Charlie Taylor's Behaviour Checklist](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Charlie_Taylor_-_Government_Adviser_for_Behaviour.pdf)  
([publishing.service.gov.uk](https://publishing.service.gov.uk))