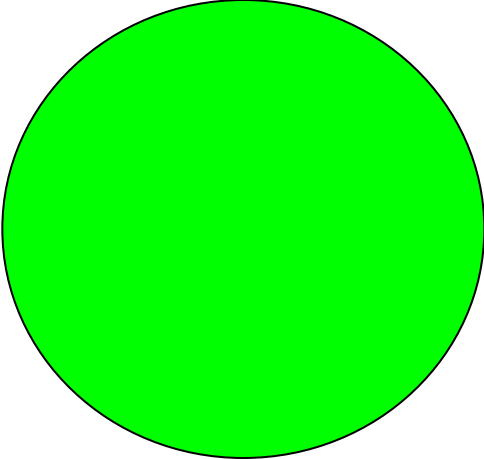



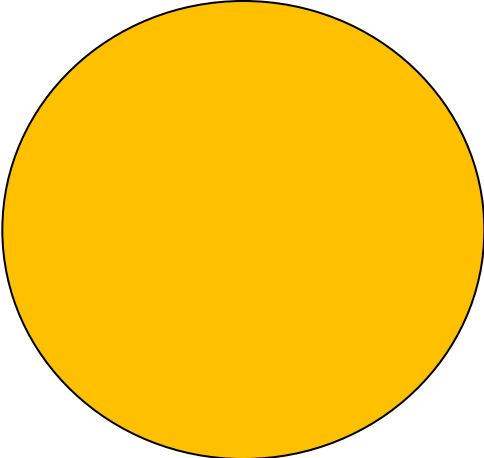
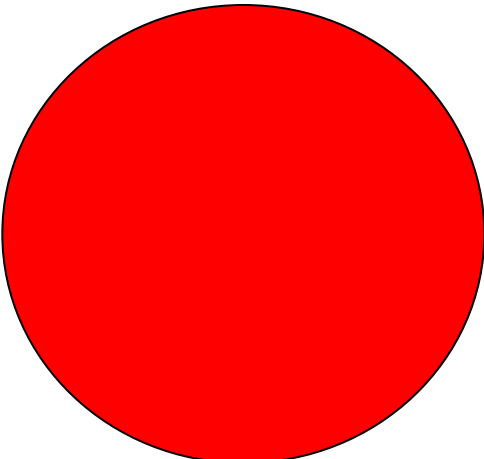


Wildmoor Heath Behaviour Policy

	 Exemplary behaviour ★ ★★★
	 Good behaviour ★★★
	 Appropriate behaviour ★
	1. Formal verbal warning
	2. Moved within classroom
	3. Time out and lose playtime
	4. Work away from classroom. Class teacher will inform parents.
	5. Work with Head teacher. Letter sent home to parents.
	6. Sent to Head teacher. Formal meeting with parents.

Beyond sanction 6 either lunchtime or fixed periods of exclusion will be considered at the Head teacher's discretion.



Behaviour Policy (including Anti-racism and Bullying policies; Exclusion policy)

This policy meets the statutory requirement for the provision of the Education and Inspections Act (2006)

Date approved: July 2015

Date of Next Review: July 2018

Article 4

Governments must do all they can to make sure every child can enjoy their rights.

Article 14

Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

Article 15

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.



INTRODUCTION

Following the Education and Inspections Act 2006, which came into force on 1st April 2007, all schools are required to use the guidance which the Act provides. Governors have duties regarding the Behaviour Policy, which are to be taken as statutory. Wildmoor Heath School will be consulting with parents, staff and pupils about the Behaviour Policy and will duly note the legislation concerning powers to discipline.

Behaviour management should be an integral part of all areas of school life. Pupils should be taught social and learning skills, allowing them all to take advantage of opportunities offered in the curriculum and so make best possible progress. All adults working at the school need to recognise the importance of clearly stated boundaries for acceptable behaviour, demonstrating consistency and fairness in applying the rules. Staff must respond promptly and firmly to pupils who test these boundaries, whilst promoting and rewarding good behaviour. Visitors to the school as well as multi agency workers should have regard to this behaviour policy. The policy will make clear which members of staff have specific responsibility for key areas of sanctions, and for promoting good behaviour on and off site.

The management of bullying and racist behaviour also sits within this policy, as they are both regarded as being unacceptable behaviour.

At Wildmoor Heath School we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will receive behavioural support according to their need.

COMMUNICATION WITH PARENTS

The behaviour policy will be available to the school community via the website. Parents of the new children will be given a copy of the behaviour policy prior to starting school. All casual admissions will receive a copy of the policy. A home school contract which reflects this policy will be given to parents during the first term and will be signed at the first parent teacher meeting. This will be reviewed every subsequent Autumn term with the parents, pupil and teacher.

AIMS AND OBJECTIVES

- To ensure the safety and well being of all pupils and staff.
- To promote respect and tolerance towards others and their beliefs, cultures and ethnic backgrounds.
- To ensure that all pupils learn with confidence in an environment that is free from bullying, racism and stereotyping.
- To ensure that pupils can learn in an environment that is free from disruption from other pupils; that all are given the opportunity to enjoy and achieve and feel safe.
- To teach pupils that actions have consequences.
- To develop self discipline in pupils.
- To teach pupils to take responsibility and be accountable for their actions.

STATEMENT OF PRINCIPLES

- It is the responsibility of the whole school community to support the development of a caring and supportive ethos
- The school has zero tolerance of bullying and racial and sexual harassment
- The school community will be proactive in these matters
- Fairness and natural justice must underpin the use of rewards and sanctions
- There must be a consistent use of above by all members of staff
- The school must actively promote positive behaviour but deal with inappropriate behaviour, including seeking to understand any underlying causes
- The reward/sanction must be in proportion to the behaviour
- We recognise that it is the behaviour that is unacceptable, not the child
- We use praise and positive reinforcement; we provide children with replacement behaviours and strategies
- Induction procedures should include reference to behaviour, discrimination and bullying matters
- Pupils' learning behaviour and achievement should be recognised and acknowledged
- Whilst there will be reactive responses to incidents teachers will also plan to actively promote appropriate behaviour through the curriculum both in subjects and other areas i.e. PSHE and Citizenship and Collective Worship
- Pupils' good social behaviour in the playground, the dining room and elsewhere around school should also be recognised and acknowledged

The governors will review the statement of principles every two years or sooner. In order to formulate this, governors will consult with all staff, parents, pupils and other school partners.

Governors will monitor the effectiveness of the behaviour policy.

RECOGNITION OF GOOD BEHAVIOUR (REWARDS)

- A “well done” (e.g. verbal recognition; pat on the back; a smile etc)
- Verbal praise
- Responsibility in the classroom or wider school (i.e. collecting the register, ‘Prefects’)
- Showing and sharing achievement (i.e. in class, in assembly, with parents)
- Showing work to another class teacher, Headteacher etc
- Displaying work
- Text message home
- ‘Star of the week’ certificate (assembly)
- Name entered in the ‘good book’
- Headteacher ‘well done’ postcard sent home

CONSEQUENCES (SANCTIONS)

Most children will not need sanctions beyond a verbal reminder or even ‘a look’. On most occasions this will be enough for the child to moderate their behaviour.

- Formal verbal warning
- Working in isolation within the classroom
- Time out or loss of playtime
- Working away from the classroom (parents informed)
- Working with the Headteacher (parents informed)
- Sent straight to Headteacher (letter sent to parents)
- Lunchtime exclusion
- Fixed term exclusion (including internal exclusions)
- Permanent exclusion

Please note exclusions are a last resort and the procedure will follow local and national guidelines. The full range of consequences is listed in the Wildmoor Heath School Behaviour Record – see appendix 1.

If the behaviour does not improve then the SENCO, FSA and parents must be involved in discussions regarding further information gathering, target setting, strategies and review dates. A behaviour management plan should be put in place. It may be that a referral to the Educational Psychologist or Behaviour Support Service will have to be made.

CONFLICT MANAGEMENT

If an incident is reported both pupils should be given the opportunity to put forward their side of events (especially if it was not observed by an adult). The children should be reminded to tell the truth because it is the right thing to do and the problem can then be sorted out. **Natural justice must be applied at all times, i.e. fairness based on what is known, not speculation.** A positive resolution with an appropriate sanction is the aim. Children should be taught these strategies in order that they will eventually use them themselves

EXPECTATIONS OF PUPIL BEHAVIOUR OFF SITE

Wildmoor Heath School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events.

Pupils should act as ambassadors for the school and also behave in a proper manner on the way to and from school; and when wearing school uniform (if any) in a public place. Parents will be informed of incidents of anti social behavior reported to the school where children are clearly identifiable. If appropriate, the school will also notify other agencies.

When on residential trips, parents will be expected to collect pupils if behaviour falls below acceptable standards.

RECORDING AND REPORTING

There are three key areas:

- ❑ Inappropriate behaviour including bullying
- ❑ Racial harassment
- ❑ Sexual harassment *

*Procedures for dealing with sexual harassment will be the same as for bullying.

Only significant incidents of poor behaviour need be recorded. These should be recorded on the behaviour record (see appendix 1)

All incidents of racial and sexual harassment must be recorded and reported. The racial incident file must be completed including notes on action to be taken and who is to be informed. It is vital that such incidents are recorded in order that there is a method for noting the pattern and frequency of incidents. This data plus action taken will be reported annually to the Governing Body, parents and the Local Authority.

INVOLVING THE CHILDREN

Wildmoor Heath School aims to be a 'rights respecting school'. Children will be taught about their rights under the UN Convention on the Rights of the Child and how to respect the rights of others. They are encouraged to play a role in establishing and maintaining good and outstanding behaviour:

- The School Council reviews the behaviour policy and to helps write whole school rules (e.g. playground and lunchtime rules, use of adventure playground)
- The establishment of a peer mediation service
- Creating class behaviour charters each September
- Not accepting poor behaviour
 - Reminding peers about expectations
 - Helping others to make good choices
- Taking personal responsibility for their own actions and behaviour – look, listen, let yourself learn

Source Material

Previous Wildmoor Heath Behaviour Policy

Thameside Primary School Behaviour Policy

Geoffrey Field Infant Behaviour Policy

Geoffrey Field Junior Behaviour Policy

Guidance on Developing Your School Behaviour Policy*

Bullying – A Charter for Action, DCSF

Safe to Learn, Embedding anti-bullying work in schools, DCSF, 2007

*From [Learning Behaviour Principles and Practice - What Works in Schools](http://publications.teachernet.gov.uk/eOrderingDownload/0281-2006BK TEN.pdf) it can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/0281-2006BK TEN.pdf>.

Wildmoor Heath School Anti-Racism Policy

The pupils will be taught that racism is unacceptable and will not be tolerated.

Definition

"... any incident which is perceived to be racist by the victim or any other person." (The Macpherson Report).

"The purpose of this definition is not to prejudge the question of whether a perpetrator's motive was racist or not [but] rather to ensure that investigations take full account of the possibility of a racist dimension to the incident" (Home Office Code of Practice).

Aims

- To educate children that racism is unacceptable and will not be tolerated.
- To ensure that all children learn with confidence in an environment that is free from racism, stereotyping and racist bullying.
- To ensure that all children have an equal share in the rising standards of educational attainment.

Examples of racist incidents:

- name calling; verbal abuse and threats; racist comments
- graffiti; bringing racist material into school
- wearing racist badges
- ridicule of others' cultural differences
- physical assault which is racially motivated
- damage which is racially motivated
- incitement to others to behave in a racist way
- refusal to co-operate with others because of their ethnic origin

Procedures:

- The Headteacher is responsible for implementing and monitoring school policy
- The governors will take overall responsibility for the racist incidents policy and procedure.
- Induction training for staff and governors will include the anti-racism policy.
- Allegations will be treated seriously. Accurate records will be kept
- Support will be given to the victim and reassurance that the matter will be investigated.
- If the allegation is corroborated the perpetrator will be dealt with firmly - counsel as well as sanction.
- Parents/guardians will be informed and advised of action taken.
- Staff, governors, parents and pupils will be informed regarding this policy and its procedures.
- Parental complaints regarding racist incidents will be treated seriously and investigated in the manner in which any parental complaint is managed. If the parent is not satisfied then they will be able to take their complaint to higher levels (Headteacher, GB, LA).
- The school complies with the LA Racist Incident Monitoring Procedure.

Wildmoor Heath School Anti-Bullying Policy

Please also see Wildmoor Heath School Council's Anti Bullying Charter.

Objectives of this Policy

Wildmoor Heath School Anti-Bullying Policy outlines what Wildmoor Heath School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community.

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of bullying

Bullying is a subjective experience and can take many forms. Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.

Examples of bullying can include (but is not limited to): name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and electronic messaging (including through web-sites, social networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Forms of bullying covered by this Policy

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Cyber bullying.

Preventing, identifying and responding to bullying

We will:

- Expect all staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Train all staff including lunchtime staff to identify bullying and follow school policy and procedures on bullying.

- Actively create “safe spaces” for vulnerable children.

Involvement of pupils / pupils

We will:

- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure pupils know how to express worries and anxieties about bullying.
- Ensure all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools.
- Publicise the details of helplines and websites.
- Offer support to pupils who have been bullied.
- Work with pupils who have been bullying in order to address the problems they have.

Liaison with parents and carers

We will:

- Ensure that parents / carers know whom to contact if they are worried about bullying.
- Ensure parents know about our complaints procedure and how to use it effectively.
- Ensure parents / carers know where to access independent advice about bullying.
- Work with parents and the local community to address issues beyond the school gates that give rise to bullying.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy (this policy forms part of the Behaviour Policy)
- Complaints procedures
- Disability Equality Scheme
- The recording of racial incidents
- The teaching of Citizenship and PSHE Education
- Wildmoor Heath e safety policy
- Wildmoor Heath inclusion policy

Monitoring & review, policy into practice

We will review this Policy at least once every two years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DCSF* and the Anti-Bullying Alliance** to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.
- Pupils to abide by the policy.

Wildmoor Heath School Exclusion Policy

This policy is an appendix of Wildmoor Heath School's Behaviour Policy; it deals with the policy and practice which informs the School's use of fixed term and permanent exclusion. It is underpinned by the shared commitment of all members of the School community to ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed

Exclusion is an extreme sanction and is only administered by the Headteacher (or, in their absence, the Deputy Headteacher). The purpose may be:

- To allow a cooling off period
- To allow schools to prepare appropriate support
- To allow schools to seek advice from external agencies
- To signal to the young person the severity of their behaviour
- To give the school time to explore the reasons behind the young person's behaviour
- To allow an opportunity for discussion between school staff, parents and the Governing Body's Discipline Committee (GDC)

Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct and a serious infringement of the School's Behaviour Policy:

- Verbal abuse of staff, pupils or others
- Physical abuse of/attack on staff, pupils or others
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault; Indecent behaviour
- Damage to property
- Misuse of illegal drugs or of other substances; Supplying an illegal drug
- Theft
- Carrying an offensive weapon
- Arson
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the pupil's behaviour

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgment that exclusion is an appropriate sanction.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would (a) lead to a pupil being excluded for over 15 days in a school term or missing a public examination and; (b) fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.. In relation to procedural matters pertaining to the composition and operation of the

Governors' Discipline Committee, the Governing Body has agreed to adopt the procedural guidelines prepared by Bracknell Forest Borough Council, 2012.)

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility, as parents/carers.

A 'return to school' meeting will be held following the expiry of the fixed term exclusion and this will involve the Headteacher, Deputy Headteacher and other staff where appropriate. The LA Behaviour Support Team (BST) may also be involved. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support Plan (PSP) may be drawn up with BST support. This needs to be agreed with the school, pupil and parents.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Permanent Exclusion

Permanent exclusion from school is a formal step taken by the Headteacher in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. The power of exclusion rests in law with the Headteacher.

General factors the School considers before making a decision to exclude:

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the School or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Head will:

- Ensure appropriate investigations have been carried out
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Inclusion Policy and Disability equality scheme & Participation and accessibility strategy
- Allow the pupil to give her/his version of events
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment

If the Head is satisfied that on the balance of probabilities the pupil did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its own merits. Therefore, a tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether exclusion is the most appropriate sanction, the Headteacher will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and;
- b) The effect that the pupil remaining in the School would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Discipline Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's School record, witness statements and the strategies used by the School to support the pupil prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are included in the Pupil Behaviour Policy. The School works closely with the Local Authority's Behaviour Support Team (BST) to avoid exclusions and with Admissions and other primary schools to undertake managed moves where such a course of action would be of benefit both to the pupil and the two schools concerned. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Wildmoor Heath School - Behaviour Record

Name: _____

Number	Incident/Behaviour	Sanction	
1	Preventing other children from completing their task. (E.g. whispering, fiddling with equipment, throwing pencils etc)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Worked in isolation within the classroom 3. Time out and lost some minutes from playtime 4. Worked away from classroom, parents informed by teacher 5. Worked with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
2	Speaking rudely to an adult. (or refusing to do as told)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Apologised to adult concerned 3. Lost playtime and written/ drawn apology to adult concerned, explaining what the right choice was 4. Letter written by child explaining behaviour to parents away from classroom 5. Time out with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
3	Fighting/ hitting/ kicking/ punching. (And any other physical attack which may result in injury)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Apologised to all parties involved 3. Lost playtime, written list of all reasons why it is not good to fight 4. Letter written by child explaining behaviour to parents 5. Time out with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
4	Name calling, swearing and/or lying. (in any language)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Apologised and done something good for the victim 3. Lost playtime, written/ drawn apology for victim 4. Letter written by child explaining behaviour to parents 5. Time out with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
5	Anti-social behaviour. (E.g. spitting, damage to property)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Attempted to clean mess/ repair property 3. Lost playtime, written why behaviour is not acceptable 4. Letter written by child explaining behaviour to parents 5. Time out with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
6	Being in the wrong place during lessons or playtime. (E.g. lurking in the toilets)	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Walks around school with another sensible child or adult 3. Lost playtime 4. Parents informed by teacher. 5. Letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	
7	Stealing	<ol style="list-style-type: none"> 1. Formal verbal warning 2. Returned item to owner and apologised 3. Lost playtime, written letter of apology to owner 4. Letter written by child explaining behaviour to parents. 5. Time out with Head teacher, letter sent to parents by Head teacher 6. Sent to Head teacher, formal meeting with parents. 	

Beyond sanction 6 either lunchtime or fixed periods of exclusion will be considered at the Head teacher's discretion