



# William Penn Behaviour Policy

## Aims

The aims of this behaviour policy are as follows:

- To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- To create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;
- To actively promote and safeguard the welfare of pupils at William Penn and to protect all from harm;
- To ensure, so far as possible, that every pupil is able to benefit from and make their full contribution to the life of William Penn Primary School, consistent always with the needs of the community;
- To set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- To encourage pupils to accept responsibility for their behaviour;
- To consider how negative behaviours can be prevented or prevented from recurring;
- To enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- To set out the sanctions available in the event of pupil misbehaviour;
- To help promote a whole school culture of safety, equality, inclusion and protection;

## Key Values that Underpin this Policy

- Our Quaker Values of peace, friendship, integrity, equality, reflection and simplicity.
- Every member of the school community has the right to feel safe and secure – As a Bronze: Rights Committed School our behaviour policy is underpinned by the United Nations Convention on the Rights of the Child.
- Every pupil has the right to learn. ‘**Article 28:** You have the right to good quality education’ UN Convention on the Rights of the Child.
- Every pupil will be encouraged to make informed choices, reflect upon their own behaviour and learn the skills required in order to manage their own behaviour effectively
- All children will be treated with respect; it is the behaviour that we don’t like – not the child

## Restorative Practice

Our Behaviour Policy reflects the commitment of the Governors, Pupils and Staff to managing positive behaviour under the principles of Restorative Practice.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently. This approach should not be seen as a ‘soft option’. It is a challenging and at times difficult route to establishing long lasting and respectful relationships underpinned by transferable and valuable life skills.

## Purpose of Restorative Practice

- To ensure that the management of pupil behaviour is empathetic with the ethos of William Penn School and progress towards achieving our vision
- To provide clear guidance for all staff, pupils and parents about the way poor behaviour is improved
- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying affects everyone; it is unacceptable and will not be tolerated.

- To comply with the legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

### **Aims of Restorative Practice**

- Help children become positive and fully participating members of the school and wider community
- Enable children to feel that they are valued and feel that they belong to the school community
- Ensure that children have respect for each other, adults and property
- Enable children to develop and restore self-discipline
- Enable every child to have and restore high self-esteem and confidence
- Offer children a timely opportunity to discuss their experience with a member of staff
- Give reassurance to pupils
- Allow children to discuss what has happened
- Ensure that children understand the positive and negative impact that their behaviour can have on others
- Enable children to take full responsibility for their behaviour
- Establish the wrong doing and need to change
- Establish a plan for change and identify sources of assistance

### **Impact of Policy**

We, wholeheartedly believe that all pupils benefit from a consistent, positive behaviour management policy. Children in need of support are able to express the benefits for them, and in turn, their peers.

#### **(Year 6)**

- "Putting it down and laying it out really helped me to understand it. It's made a massive difference – now look at me – I'm doing good now."

#### **(Year 6)**

- "I feel happier and going home is better because of the work that I've done in school."

### **Definition of Bullying (for Reference)**

There is often confusion for pupils and parents as to what constitutes bullying, as referred to in this policy and what constitutes anti-social behaviour. Although neither is acceptable, the distinction is important. The definition that we will use is as follows:

***'Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.'***

To prevent bullying the following measures have been put in place:

- Robust recording system on CPoms
- Weekly analysis of behaviour/bullying incidents
- Clearly sequenced RHSE curriculum
- Clear reminders in assembly
- Clear school/Quaker values
- Use of Restorative Practice
- Clear rewards and sanctions
- Discussion with parents as and when appropriate

### **Roles and responsibilities**

#### **Expectations of Pupil Behaviour**

- For clarity and consistency, and with the safety and well-being of the children in mind, a set of Golden Rules have been created that enable the school to function efficiently as a place of learning. We have 6 "Golden Rules" for all areas of the school including lunchtimes and playtimes:
  - We are kind and helpful
  - We are ready to learn and work hard
  - We look after property
  - We listen to people
  - We are honest
  - We keep ourselves safe

These golden rules are displayed in all areas of the school and attention should be drawn to them frequently. School assemblies will refer to the Golden Rules regularly and they will be explored in detail in RHSE lessons termly.

### **All staff, every day will**

- Act in a calm, consistent manner.
- Meet and greet on the playground or as children enter the classrooms in the morning.
- Refer and model the 'The Golden Rules' and our values in all conversations about behaviour.
- Give their first attention to best conduct.
- Be deliberately bothered, showing they know the children, value them and that they believe the children matter.
- Share responsibility for whole school behaviour and offer support for colleagues.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Apply the rules, routines, rewards and sanctions policy consistently.
- Follow up on misbehaviour as soon as possible.
- Use scripts consistently.
- Refer to the behaviour policy when discussing behaviour with parents and carers.
- Give every child a fresh start each day.

### **Senior leaders will**

- Lead by example.
- Review the policy regularly.
- Monitor whole school and classroom routines.
- Remind staff and pupils of the expectations of the policy.
- Identify opportunities throughout the year to engage explicitly with the parent and carer community around behaviour.
- Support and encourage all children to behave well.
- Support staff when they are dealing with challenging behaviour .
- Work with members of the school community to solve individual behaviour issues, including the organisation of Individual Behaviour Plans.
- Record and manage critical incidents
- Work with and support parents with behaviour
- Keep Governors informed about behaviour in school and the success of the behaviour policy
- Manage lunchtime exclusions, fixed term and permanent exclusions in line with Local Authority guidelines
- Work with parents to plan for the return of children after they have been excluded

### **Parent Partnership**

- We hope parents will model similar expectations of behaviour within the home context, using the 6 Golden Rules
- Where we have concerns about a child's behaviour, parents will be contacted
- When a child requires support because they are having difficulties behaving well, parents will be invited to help us solve these difficulties and share strategies for support
- We aim to develop a partnership culture where parents would feel comfortable to approach the school for support if they were having difficulties with their child's behaviour at home

### **SENDCO**

The role of the SENDCO is to:

- Support teachers in the management of pupil behaviour
- Provide a contact when children need an opportunity to discuss their behaviour further
- Provide support for parents tackling behaviour issues at home
- Design and manage social skills programs
- Help teachers to assess behaviour patterns and design behaviour targets for individual children
- Manage Individual Behaviour Plans alongside teachers
- Invite external agencies in to advise

## **Quaker Values and Restorative Practice - How do we Help all Children to Behave Well?**

- Our Quaker Values are: honesty, integrity, simplicity, peace, reflection and friendship
- Our Quaker Values underpin our provision here at William Penn and are regularly referred to in assembly and in the classrooms. Each year group will focus on one aspect of the values to improve over the half term.
- Our Restorative Practice focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.
- All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships
- All staff are consistent in their management of behaviour in school
- Teachers praise good behaviour and use modelled good behaviour to ensure that children are clear about what is expected of them
- Class rules are carefully established and agreed at the start of each year with input from pupils and staff
- We encourage all children to consider themselves members of the school community and that it is important that their ideas can be articulated and that they are listened to by staff
- Children are taught about respect for everyone, inside and outside the school community
- The RHE curriculum, including circle time, and Values Assemblies provide opportunities for teachers to teach behaviour and social skills, and for children to reflect upon behaviour

### **What does our approach look like in practice?**

- **Restorative Practice Questions:** Issues of difference that arise during the day, are dealt with using these. These are displayed in all rooms and the playground. These are used by adults and peer mentors.
  - **What happened?**  
We draw out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
  - **What were you thinking/feeling?**  
We focus on what each person was thinking and feeling at the time, before and since.
  - **What needs to happen to put things right?**  
We consider what needs to happen next/to make things right with each other and with the school community? We think about how people agree and negotiate and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.
  - **What are you going to do differently next time?**  
By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. We are also training pupils to become peer mentors so that they have an active and recognised role in resolving issues of conflict.

## Rewards and praise

| Praise/Reward                    | Example behaviour  | Why it is given?  | What is given?  |
|----------------------------------|--|---|---|
| Immediate verbal praise<br>Daily | Expected behaviours linked to the school Golden Rules (see above).   | Personal recognition to reinforce expected positive behaviour.  | Verbal praise should be clearly explained and linked to the positive behaviour that is hoped to be reinforced. 'Well done to this table who I can see have chairs tucked in and are looking and listening to me'  |
| Recognition board<br>Daily       | Expected behaviours linked to the Golden School rules and values (see above).  | Public display of pupils demonstrating behaviours in the classroom.<br><br>The half termly value each year group is focusing on is displayed and includes the names of those who have demonstrated that value with examples when appropriate. | <ul style="list-style-type: none"> <li>▪ A board in each classroom is used to catch and recognise pupils demonstrating the right behaviours.</li> <li>▪ The behaviour being focused on should be set either daily or weekly and should be linked to the Golden Rules and values work.</li> <li>▪ Names are not removed from the board (sanction steps are followed privately where possible and the name on the board supports the reminder of the behaviour the pupil can demonstrate).</li> <li>▪ Pupils can nominate each other to be put on the board.</li> <li>▪ The board is reset daily/weekly.</li> </ul>   |
| Dojos<br>Stickers<br>Daily       | Consistent, maintained examples of expected behaviour linked to the school rules in one session or across sessions.              | Reward for over and above expected behaviour, learning and completed work.  | <ul style="list-style-type: none"> <li>▪ Dojos should be given one at a time (no multiple points given), linked to a specific behaviour or piece of learning and clearly explained.</li> <li>▪ Dojos cannot be taken away.</li> <li>▪ Children who have the highest number at the end of each term are celebrated in the newsletter.</li> <li>▪ A photograph of the child with the highest point score is added to the 'King or Queen of the Dojos' board in the hall.</li> <li>▪ Stickers are given for effort with work and behaviour.</li> <li>▪ Work is shared with other members of staff and children are rewarded with a sticker, including a Headteacher sticker</li> </ul> |
| Golden Children<br>Weekly        | Specific examples of behaviour and learning from across the week that link specifically to the Values work and the Golden Rules. | Public recognition of children who demonstrate and 'live' the William Penn Values.  | <ul style="list-style-type: none"> <li>▪ Golden child for each year group receives a golden sticker in the Friday golden Assembly.</li> <li>▪ Golden children are reported in the fortnightly newsletter.</li> </ul>  |
| Presentation Stars               | Consistent effort made to improve presentation in all subjects.  | Public recognition of children who are consistently making an effort with their presentation.   | <ul style="list-style-type: none"> <li>▪ Presentation Stars for each year group receives a golden sticker in the Friday Celebration Assembly.</li> <li>▪ Presentation Stars receive silver certificate that is stuck at the front of the book that the work was identified as having improved.</li> <li>▪ Presentation Star children are allowed to go on the trim trail on the Friday they receive their reward.</li> <li>▪ Presentation Stars are reported in the fortnightly newsletter.</li> <li>▪ Their work may be displayed on the Presentation Powers board in the hall.</li> </ul>   |
| Reading completed at home        | Daily reading both inside and outside school.  | Encourage reading at home.  | <ul style="list-style-type: none"> <li>▪ Parents to read with their child and add an entry in their reading record</li> <li>▪ Class teachers check their reading records on a Friday and they then update their individual Reading Ladders in class. This is then mirrored with the one in the hall and referred to during Golden Assembly.</li> <li>▪ Golden sticker for every mile stones reached (50, 100, 150)</li> </ul>   |
| Achievements outside of school   | Awards received outside school – for example badges, trophies and certificates   | Public recognition of children's achievements outside school.   | <ul style="list-style-type: none"> <li>▪ Children share these during Golden Assembly on Friday.</li> <li>▪ Details of these achievements are included in the fortnightly newsletter</li> </ul>  |

## Dealing with Unacceptable Behaviour

| Stage | Step  | Example behaviour   | Why the step is taken?  | How the step is taken?   | What is said or done? (Scripts)   |
|-------|---|---|---|--|---|
| 1.    | Redirection by adults in class<br><br>Happens immediately   | Low level disruptive behaviour which may include not following a routine, listening to instructions, calling out, not following group work rules, interrupting and making rude noise  | To direct the attention to the expected behaviour<br><br>To make the pupil aware of their behaviour and clearly outline the consequences if they continue.                                | <ul style="list-style-type: none"> <li>Non-verbal redirection</li> <li>Positive group redirection, highlighting positive examples of behaviour in the classroom.</li> <li>Reminders for the whole group or class.</li> <li>Verbal feedback linked to the school rules making it clear how the behaviour can be corrected.</li> <li>A clear verbal description of the solution and purpose.</li> </ul>                                | <ul style="list-style-type: none"> <li>Hand gestures, eye contact, intentional break mid sentence.</li> <li>Use of the recognition board to highlight expected behaviours.</li> <li>Use of Dojos for over and above behaviour.</li> <li>Anonymous individual redirection: 'I need 2 more people to focus', 'Just waiting on two sets of eyes'.</li> <li>Everybody is writing. Just waiting for one person. We need one person ... and 100%."</li> <li>Private individual Correction: I've noticed that... You know the school rules: we are kind and helpful, we are ready to learn and work hard. Can you remember when I phoned home when you... and how that made you feel? I expect you to... Thank you for listening.</li> <li>Quick public correction: 'Sally, I need your listening ears.'</li> <li>Personalised reminder: "Jack, indoor voice'</li> </ul>   |
| 2.    | Time out Adults in class or AHT<br><br>Takes place at break or lunchtime                                    | <ul style="list-style-type: none"> <li>Repeated low level behaviour (see stage 1) after redirection and correction.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Disrespectful behaviour which may include: speaking in a disrespectful way to another child or adult</li> <li>answering back</li> <li>walking away from an adult when they are speaking to you</li> </ul>  | To give the pupil a chance to reflect away from others.   | <ul style="list-style-type: none"> <li>Pupils will miss at least 5 minutes of playtime in Reflection Club, after the rest of the class have left to catch up on work and complete a restorative conversation (if necessary).</li> <li>This could take place their own classroom or in another classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>No need to log timeouts on CPOMS however this should be recorded in the <b>Behaviour Log Books</b>.</li> <li>Script used: I noticed you are...It was the rule about...that you broke... You have chosen to... Do you remember last week when you... That is who I need to see today... Thank you for listening.</li> <li>Restorative conversation if required.</li> </ul>  |
| 3.    | Time out in another classroom (or inside at lunchtime)<br><br>Adults in classroom<br><br>During lesson time | <ul style="list-style-type: none"> <li>Repeated low level behaviour (stage 1) after timeout is given. <b>OR</b></li> <li>Repeated disrespectful or irresponsible behaviour (stage 3) <b>after</b> a timeout is given</li> </ul>   | To give the pupil a chance to complete work away from the classroom.<br><br>To give the pupil a chance to reflect away from their year group at lunchtime.                                | <ul style="list-style-type: none"> <li>The pupil will go to their partner classroom for the remainder of the lesson to complete the piece of work they are engaged in.</li> <li>For children with an individual behaviour plan, the IBP will state where they will be sent.</li> <li>At lunchtime the child will be asked to go inside to have a 5-minute discussion with the class teacher about returning to the class.</li> </ul> | <ul style="list-style-type: none"> <li>Log incident on CPOMS and inform parents at pick up. Add note in the Behaviour Log Book to see entry on CPOMS.</li> <li>Script used: I noticed you are <b>still</b>...It was the...habit X that you are continuing not to show. Therefore you have chosen to <b>spend time in another classroom to complete your work</b>... Do you remember last week when you... That is who I need to see today... Thank you for listening.</li> <li>Restorative conversation to identify the causes of the behaviour.</li> <li>Parents are informed</li> </ul>   |
| 4.    | Internal suspension with SLT<br><br>Immediately   | <ul style="list-style-type: none"> <li>Repeated low level behaviour (stage 1) after timeout in another classroom</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Repeated disrespectful or irresponsible behaviour (stage 2) after a timeout in another classroom is given.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Harmful or dangerous behaviour which may include: <ul style="list-style-type: none"> <li>Child on child (hitting or kicking another child)</li> <li>Racist, homophobic language</li> <li>swearing (if repeated)</li> <li>spitting</li> <li>fighting</li> <li>stealing</li> <li>threatening</li> </ul> </li> </ul> | To give the pupil a chance to reflect away from others and to ensure other children are safe.<br><br>To ensure other Children and staff in class are safe and able to continue with work. | <ul style="list-style-type: none"> <li>The pupil has time out with a member of the senior leadership team.</li> <li>The pupil is out of class the following day to spend time with the SLT.</li> <li>Pupils fighting at playtime will spend the following lunchtimes off the playground for that week.</li> </ul>  | <ul style="list-style-type: none"> <li>Log incident on CPOMS.</li> <li>Teacher to provide work for the child to complete for a set amount of time (decided by SLT).</li> <li>Any uncompleted work will be sent home along with clear instructions to be completed at home.</li> <li>Child removed from the playground and may be removed from trips and other activities depending on the severity.</li> <li>SLT organise a meeting with parents/carers to create an individual behaviour plan. Patterns, risks and triggers will be identified through entries made on CPOMS and in the Purple Behaviour Log.</li> </ul> <p>Actions on the plans might include:</p> <ul style="list-style-type: none"> <li>Joining a social skills group</li> <li>Support with anger issues</li> <li>Having a key adult to check in with</li> <li>Close contact will be maintained with parents so success can be rewarded at home</li> </ul> <p>Outside agencies might be approached in consultation with parents</p> |

| Stage | Step   | Example behaviour  | Why the step is taken?                                     | How the step is taken?   | What is said or done? (Scripts)  |
|-------|--|--|--|--|--|
| 5.    | Fixed period exclusion<br><br>SLT<br>Senco<br>Class teacher<br>Parent<br><br>Ongoing | <ul style="list-style-type: none"> <li>▪ Continued misbehaviour after an internal suspension. Behaviours such as:</li> <li>▪ Physical assault against a pupil</li> <li>▪ Physical assault against an adult</li> <li>▪ Verbal abuse or threatening behaviour against a pupil</li> <li>▪ Verbal abuse or threatening behaviour against an adult</li> <li>▪ Use, or threat of use, of an offensive weapon or prohibited item that has been</li> <li>▪ prohibited by a school's behaviour policy</li> <li>▪ Bullying</li> <li>▪ Racist abuse</li> <li>▪ Abuse against sexual orientation or gender reassignment</li> <li>▪ Abuse relating to disability</li> <li>▪ Damage to property</li> <li>▪ Theft</li> <li>▪ Persistent and general disruptive behaviour</li> </ul> | To support the child's behaviour with specific strategies. | <ul style="list-style-type: none"> <li>▪ An individual behaviour plan will be drawn up if this has not already happened at stage 4.</li> <li>▪ External exclusions will be followed up with a reintegration meeting with the child and parents/carers to agree the conditions for the return to class/school.</li> </ul> | <ul style="list-style-type: none"> <li>▪ The individual behaviour plan will be reviewed</li> <li>▪ Child will be externally excluded for a fixed period of time</li> <li>▪ A letter will be sent home to the parent outlining the reasons for the suspension and the when the child is to return to school</li> <li>▪ A reintegration meeting will be organised with the child and parents/carers to agree the conditions for the return to class/school. The reintegration strategy will offer the pupil a fresh start; helps them understand the effect of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning</li> <li>▪ Governors will be informed</li> </ul> |

## **Emergency Health Situations**

The current advice will be taken into account when the policy is applied.

## **Exclusion**

The policy of the school is to exclude only as a last resort. The school will follow the guidance as outlined below.

## **Statutory Guidance on Exclusions**

Maintained schools and academies must have regard to statutory guidance on exclusion from the Department for Education. The requirements apply to all pupils, including those above and below compulsory school age.

## **Authorising and Recording Exclusions**

Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the Headteacher or acting Headteacher can authorise exclusions. All exclusions, however short, must be formally recorded. 'Internal exclusion', where pupils are removed from class but not the school site, does not count as a formal exclusion, so does not need to be recorded.

## **Deciding Whether to Exclude a Pupil**

A pupil should only be excluded when he/she has breached the school's behaviour policy seriously or persistently, **and** where allowing him/her to remain in school would seriously harm the education or welfare of the pupil or others in the school. It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, Headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and Headteachers should avoid permanently excluding them. It is illegal to exclude a pupil simply because the school is not able to meet his/her needs, and excluding a pupil for behaviour that is due to his/her SEN may constitute discrimination.

## **Notifying Relevant Parties of an Exclusion**

On excluding a pupil, the Headteacher must immediately notify parents of the period of the exclusion and the reasons for it. He/she must also inform parents of their right to make representations about the exclusion to the governing body. The governing body must also be notified of certain exclusions.

## **The Governing Body's Responsibilities in Relation to Exclusion**

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, the pupil's 'home' local authority must provide alternative education. Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Agreed:

Review Date: July 2024

Signed: