



William Penn

# Behaviour Policy

Signed

Headteacher

*C. Brooks*

Chair of Governors

*N. Liverton*

Date agreed at FGB Meeting 23.9.26

Date of next review: Autumn 2028

## Aim

At William Penn School we want our children to develop a clear view of right from wrong and to feel safe and valued. Our behaviour policy promotes positive relationships, we create an environment where everyone works together in a collaborative and thoughtful way. This will help children to reach their full potential - emotionally, socially and intellectually. We have high expectations of behaviour from our children here at school and all children should be aware of the standards of behaviour expected of them. By encouraging positive behaviour, we promote good relationships throughout the school that are built on trust and understanding. We recognise that good behaviour is paramount to ensuring that children achieve their best and that poor behaviour choices may be a response to other underlying issues or concerns a child has, reasonable adjustments will be put in place in these instances and this will always be taken into consideration.

## Key Values that Underpin this Policy

- Our Quaker Values of peace, friendship, integrity, equality, reflection and simplicity.
- Our core mantra of “Kind Words and Kind Hands.” We put kindness at the heart of everything we do.
- Every member of the school community has the right to feel safe and secure – As a Rights Respecting 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.

## Restorative Practice

We use the principles of restorative practice to support our behaviour policy. 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.

### 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 train pupils to become peer mentors so that they have an active and recognised role in resolving issues of conflict.

## Recognition and Reward

At school we recognise and reward effort and achievement in terms of demonstrating positive behaviours in line with our school values. We always look out for children who have gone above and beyond. Reward and praise come in many forms from a quiet word, a raffle ticket to earn the chance of a treat, a special trip to see the Headteacher, a chat with a parent at the school gate or a mention in the school newsletter. Every Friday we have a Golden Assembly and as a community we celebrate our Golden Children and subject achievement awards.

## How we Manage Behaviour

| Steps                                                               | Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1. Reminder                                                         | A reminder of expectations and possible consequences.<br>Focus is upon de-escalation and intervention to promote positive behaviour.<br>Refer to an example of a child modelling good behaviour.<br>Praise if the learner is able to model good behaviour as a result of the reminder.<br>This may be repeated if necessary and will then be referred to as a warning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 2. Warning                                                          | A clear warning, making the learner aware of their behaviour and outlining the consequences if they continue.<br>The learner has the opportunity to do the right thing.<br>Reminders of learners' previous good conduct to prove that they can make "good choices"?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3. Last Chance                                                      | Speak to the pupil privately and give them a final opportunity to engage:<br>Refer to expectations of behaviour at our school.<br>A clear expectation of what behaviour is now expected. "Because of that, you need to (e.g., move to another table, quiet space, complete work at another time).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4. Time out and conversation with Headteacher or Deputy Headteacher | The child/children will have a time out in the SLT office. This will be the opportunity for a calm discussion using the Restorative Practice questions.<br>When the child returns to class the teacher should check in with them and ensure they are ready to model the correct behaviour.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Consequences and Actions                                         | Consequences for some actions may be that a child will miss part of a break. This should be spent in a purposeful way. This could be a continuation of the conversation around the choice that was made. It may be time spent with Head Teacher completing work that was missed or possibly carrying out a task beneficial to the school such as litter picking or watering the school garden. Parents will be contacted to inform them that this has taken place. Regular patterns of behaviour will be monitored via CPOMS entries. If necessary, a behaviour plan will be put in place and the school may look to involve external agencies to help them to support the child and family.<br>The school will always seek to work with the family.<br>A serious breach of expectations may lead to an internal exclusion, a fixed term exclusion or in extreme circumstances to permanent exclusion. |
| 6. Return to Class                                                  | When a child returns to class, they will be greeted by the class teacher or support staff who will check in with the child to prevent any further escalation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Ongoing Support

We recognise that some children experience specific difficulties with their behaviour. It is important that we work together as a school team to identify specific issues and to actively seek advice and support. In such cases, an individual plan of action will be devised. This process will include the class teacher, Headteacher, SENCO, parents and the child.

We have a responsibility to modify environments and adapt expectations and the curriculum to support these children in experiencing success. Whilst working with parents to establish appropriate strategies, we may seek appropriate support from a range of professionals including:

- School learning mentor and SENCO
- LBAT (Learning and Behaviour Advisory Team)
- CAMHS (Child and Adolescent Mental Health Service)
- The Social Communication Team
- The Educational Psychology Service
- Early Help

When we work with these external agencies, we would always contact the families for permission so they are fully involved in the process.

## Internal Exclusion

In some circumstances it may be necessary to exclude a child within the school through consultation with the Headteacher. This can help to calm a situation and allow children to regulate their emotions and prevent further escalation of an issue. Parents will be informed of this immediately and it will be logged on CPOMs.

### 1. Suspensions

A suspension is when your child is temporarily removed from school. As a result of more serious incidents, the Headteacher may find it necessary to give a pupil a suspension for a set period of time, up to 45 days in an academic year. This decision will not be taken lightly. A suspension may be a consequence of one serious action or result from a build-up of unacceptable behaviours over time. Following a suspension, a reintegration meeting will be held before the child is able to return to the classroom.

At this point, and through consultation with parents/carers and members of staff, reintegration and the future needs of the pupil will be explored. A reduced timetable or 'managed move' to an alternative setting may need to be considered with consultation with parents. The decision to suspend a pupil may be taken in response to a serious breach of the school's Behaviour Policy or if allowing the pupil to remain would seriously harm the education and welfare of the pupil or others at the school.

### 2. Permanent Exclusions

A decision to permanently exclude a child is a serious one. It can be for a serious of 'one off' incidents or more usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies, which have been tried without success.

It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be the last resort. All decisions to exclude a pupil will be lawful, reasonable and fair. Further information upon exclusions in West Sussex can be found by following this link:

[West Sussex Exclusions Guidance](#)

## Preventing Bullying

William Penn School does not tolerate bullying of any kind. It is a direct contradiction to our values (Please refer to our Anti- Bullying Policy.)

If we find that bullying has taken place, we will act immediately to stop further occurrences of such behaviour. Incidents of bullying will be reported to the school Governors.

## Managing Playground Behaviour

- If there is a small incident or disagreement there will be a reminder about “kind words and kind hands” and an expectation that the child or children will return to playing respectfully and safely
- If necessary to de-escalate a situation, children will be directed to play in a different location of the playground. If this is not appropriate the child may spend some time with an adult on duty whilst they regulate their emotions. They may also be instructed to take a “Time Out” for five minutes on a bench, again to help them regulate their emotions.
- If these strategies are not successful, or an incident has been more serious e.g., the use of bad language, the child will be taken to see the Headteacher who will follow the managing behaviour process.
- The Headteacher will support staff at all times to ensure that everyone is safe and happy on the playground.

## Pupils’ Conduct Outside the School Gate

The good behaviour policy and appropriate sanctions identified in this policy will apply equally in response to all non-criminal, poor behaviour and bullying anywhere off the school premises when in uniform, for example just before and after the school day (witnessed by staff or reported to staff) or concerning incidences of cyberbullying and when a child is taking part in a school-organised or school-related activity.

## Searching, Screening and Confiscation

At school, we want to ensure that all children, staff and visitors are safe from harm or threats of harm. We reserve the right to look inside a child’s bag or belongings and to confiscate items if we have reason to believe that there has been a breach of acceptable behaviour. If a child does not consent, then a non-consensual search will only be conducted if we have reasonable grounds to suspect the child has a prohibited item under Section 550ZA of the Education Act 1996 (which provides a specific list of prohibited items). Non-consensual searches also have to have two adults present and be formally recorded.

We will inform parents/carers in such circumstances and items can be collected by parents/carers at the end of the school day or at the earliest agreed opportunity.

Mobile phones may only be brought to school if a parent has made an arrangement through the school office and the phone will be given to the school office on arrival and handed back at the end of the day.