



# **BEHAVIOUR POLICY**

**Formally adopted at a meeting of the Board of  
Governors on 13<sup>th</sup> September 2017 for review  
September 2018**

**WYKE PRIMARY SCHOOL**  
**BEHAVIOUR POLICY**

**Introduction**

It is a primary aim of Wyke that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect.

At Wyke we set very high standards and expectations of behaviour for all involved in the school community. We aim for our Behaviour Policy to create a positive ethos where children can make appropriate choices, be successful and become increasingly independent with the result that children will feel valued, safe, secure, supported and cared for.

Everyone involved in the school – children, families, staff and governors – should have a clear understanding of the Behaviour Policy.

Our policy has clear rules, rewards and consequences and is based on the positive reinforcement and recognition of good behaviour, while calmly managing inappropriate behaviour. Consistency of approach is vital for the success of this policy.

1. We believe that the way we communicate influences the behaviour of everyone:

staff ↔ staff  
staff ↔ child  
staff ↔ parent  
child ↔ child  
child ↔ parent

2. We also believe that:

- behaviour is an indicator of need and a form of communication
- it is the behaviour that is unacceptable, not the child
- the behaviour of all is the responsibility of all
- staff should always model good behaviour
- all members of staff should be consistent in the way that they work towards helping children to take responsibility for their own behaviour
- a positive staff attitude towards children and colleagues enhances the behaviour of all
- the rules, guidelines and routines in school apply to all members of staff, teaching and non-teaching, as well as to the children
- a well prepared class teacher, with clear classroom guidelines and organisation, reduces the likelihood of misbehaviour in the school, both inside and out
- the whole class should never be reprimanded for an individual's or small group's misbehaviour
- everyone should be treated fairly and equally regardless of gender, age or race
- neither gender nor race should ever be used as a factor for giving sanctions

### **3. Golden Guide:**

The Wyke Code of Behaviour consists of a limited number of Golden Guides (see Appendix 1), the positive recognition of what the child can expect if they choose to adhere to the rules, and the consequences that the child can expect should they choose not to. Teachers, in conjunction with their class, set their own class charters detailing the rights and consequent responsibilities specific to their class. A lunchtime charter is also in place, contributed to by the School Council and lunchtime staff.

#### **Recognition of positive behaviour**

At Wyke the children have their positive behaviour recognised in a number of ways including:

- Weekly entitlement to Golden Time (see Appendix 2)
- Verbal praise
- Stickers
- Certificates
- Group rewards
- Class rewards (every class has a whole class reward system)
- Achievement assemblies
- Good Work visits to the Headteacher – children displayed in school each week
- 'Stars of the Term' letters home to parents from the Headteacher 6 times per year for individual children

#### **Consequences**

At Wyke consequences for inappropriate behaviour include:

- A reminder of the rule
- Loss of Golden Time minutes
- Use of yellow and red card system for specific children \*
- 'Time out' in Headteacher's office or other suitable space
- Involvement of parents/carers
- Fixed term exclusion

### **4. Yellow and Red Card System: \***

Wyke also has in place a yellow and red card system that can be used for a very limited number of children. This system has been developed for those children whose behaviour can be best described as 'repeatedly disruptive'. This impacts on the teaching and learning environment of all children and adults in the class and school and therefore is not acceptable. The yellow and red card system can be used flexibly, i.e. for short periods of time, and its use with individual children is regularly reviewed (see Appendix 3).

### **5. Time Out Space:**

At Wyke we feel that there is some behaviour that warrants a 'zero tolerance' approach and if this behaviour occurs then there should be stronger consequences than the loss of Golden Time

minutes. The behaviour that results in a child having to spend time in the Time Out Space is as follows:

- Physical aggression (both for a child who initiates the aggression and any child who retaliates)
- Verbal aggression (name calling, insults)
- Swearing
- Racist incidents of any description (see Appendix 4)

The Time Out Space is the First Aid point in the playground and only operates at lunchtime. If an incident occurs in an afternoon then the child attends the Time Out Space the following day. Time spent in the Time Out Space needs to be recorded in the Time Out Log, giving reasons for the time out and who else was involved. A Parentmail is sent home the same day, which informs the parent of their child's behaviour and offers them an opportunity to comment and respond. A parent's response that requires further discussion is followed up by the class teacher or Headteacher as appropriate.

#### **6. Fixed term exclusions:**

There may be rare occasions when a 'fixed term' exclusion is deemed necessary, both as a consequence and as respite for other children in the class. Every situation of extreme behaviour is considered on an individual basis before the decision to give a fixed term exclusion is made. Incidents of extreme physical aggression either towards another child or an adult could result in a fixed term exclusion. If a fixed term exclusion or permanent exclusion were deemed necessary, the school would follow the guidance from both Dorset County Council and the DfE.

#### **7. Monitoring of behaviour at Wyke:**

All class teachers keep behaviour logs of the children in their class. These records detail the loss of Golden Time, yellow and red cards and Time Out consequences. These logs can be added to by all support and lunchtime staff and are kept in the classrooms. They are monitored regularly by the Headteacher.

#### **8. Partnership with Parents:**

The staff at Wyke work in partnership with parents with regard to the children's behaviour. Teachers and/or the Headteacher will meet with the parents of any child whose behaviour is a cause for concern. Individual behaviour charts are set up for use both at school and at home to support consistency of approach. Parents are asked to support the school's Behaviour Policy when they sign the Home-School Agreement.

#### **9. Malicious allegations:**

Allegations of abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

## **10. Pupils' conduct outside the school gates – teachers' powers:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.

## **11. Confiscation of inappropriate items:**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils. The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

**Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

## **12. Use of reasonable force**

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been

or could be used to commit an offence or cause harm. Force **cannot** be used to search for items banned under the school rules.

School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action. Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Senior school leaders should support their staff when they use this power.

***Please Note: Parental consent is not required to restrain a pupil.***

### **12.1 What is 'reasonable force'?**

- The term '**reasonable force**' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. **Control** means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- **Restraint** means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **12.2 Who can use reasonable force?**

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **12.3 When can reasonable force be used?**

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.

- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

#### **12.4 Schools can use reasonable force to:**

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

#### **12.5 Schools cannot:**

- use force as a punishment – it is always unlawful to use force as a punishment.

#### **12.6 Staff training**

The Headteacher should consider whether members of staff require any additional training to enable them to carry out their responsibilities and should consider the needs of the pupils when doing so.

#### **12.7 Telling parents when force has been used on their child**

If the use of force has been applied to a child then a record will be made and the parents/guardians will be informed.

In deciding what is a serious incident, teachers should use their professional judgment and also consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident;
- the degree of force used;
- the effect on the pupil or member of staff;
- the child's age.

#### **12.8 What happens if a pupil complains when force is used on them? (See Appendix 5)**

### **13. Links with other school policies and practices:**

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

Anti-bullying Policy

Complaints Policy

Curriculum Policy

Racial Equality Policy

Child Protection/Safeguarding Policy

Code of Conduct (Staff) Policy

Reference has been made to the following documents in the writing of this policy:

DfE “Ensuring good behaviour in schools” 2012

<http://media.education.gov.uk/assets/files/munro/ensuring%20good%20behaviour%20in%20schools%20summary.pdf>

DfE “Use of reasonable force” 2012

<https://www.education.gov.uk/publications/eOrderingDownload/Use%20of%20Reasonable%20Force%20-%20Advice%20for%20Head%20teachers%20staff%20and%20governing%20bodies.pdf>

**This policy is reviewed annually**

### **ADDITIONAL GUIDELINES FOR STAFF**

At Wyke the vast majority of children display very positive behaviour throughout each day. We believe that our high standards and expectations result in this good behaviour. For some children however, due to a whole range of reasons, it is harder to maintain positive behaviour and, on occasions, these children will display angry and aggressive behaviour. Dealing with these

outbursts can be very hard both for the child and the adult. If a number of adults work with the child then this challenge becomes even more difficult.

There is a need to be consistent in the way we deal with children who tend to react in these circumstances. The following guidelines need to be applied:

Prior to the aggressive behaviour

- Approach the child (if possible, i.e. don't shout across the room), get down to their level and make eye contact – boys in particular can have the flight or fight response
- State clearly and without emotion what you want them to do. Repeat the instruction in a calm voice – this can quite often avoid any reaction
- Follow our behaviour policy, e.g. reminder, loss of Golden Time token, time out
- Do not enter into any negotiation or discussion if you are clear that they have not responded as they should.

If they react in an aggressive way

- Stay calm and unemotional – this is not the time to confront or show that your buttons have been pressed
- Speak clearly and calmly to the child – if possible drop your voice down so that it is low and quiet
- State what you want them to do, e.g. sit in time out/go to Miss Palmer's office/come outside the class to talk to you
- It is possible to prevent a full scale tantrum by allowing the child a way of dealing with this in a positive way

If the aggression continues

- Get help from another adult if you feel you need the support
- Get the child to a safe environment – Headteacher's office is a good place. If they are not going to walk voluntarily it may be necessary to "walk" the child (you may need a second person to assist you with this, using appropriate techniques as demonstrated and practiced in training sessions). It may be necessary to isolate the child by asking the rest of the children in the room to leave quietly.
- Once there (or somewhere else out of the class), stand apart from the child and 'busy' yourself with something else, i.e. don't give them attention

- Only intervene if they are doing something that could cause damage to themselves or others
- Do not attempt to 'talk them down' – this doesn't work when a child is still angry and it can escalate a situation
- Do not attempt to ask questions or answer their comments – this will only begin a negotiation type conversation
- Once they begin to calm down, comment on this "well done, I can hear you are calming down"
- Once calm follow through the behaviour sanction – sand-timer etc
- Once this has been completed quietly, calmly and clearly explain what you had expected them to do originally and why
- Expect them to clear up any mess (thrown toys/pencils etc)
- Return them to the setting
- Record the incident in the class log / complete the time out record using non-emotive and factual language

Remember **no child wants to go through a temper tantrum**. Often this can be avoided at an early stage by getting to know what triggers a child and working around this. Children do not always have 'self-stopping' strategies and will gradually need to be taught them. Once they start they don't know how to stop. It is therefore down to us to support them out of these tantrums. Remember too that it takes very little time for a child's temper to escalate, but about four times as long for them to calm down afterwards – **give them enough time to calm down**.



## Appendix 1

# Wyke Golden Guide to Behaviour

Do be kind and helpful.

*I will look after other people.*

Do listen.

*I will not interrupt other people.*

Do show respect.

*I will give other people time and I will not disturb them.  
I will not waste or damage things*

Do your best.

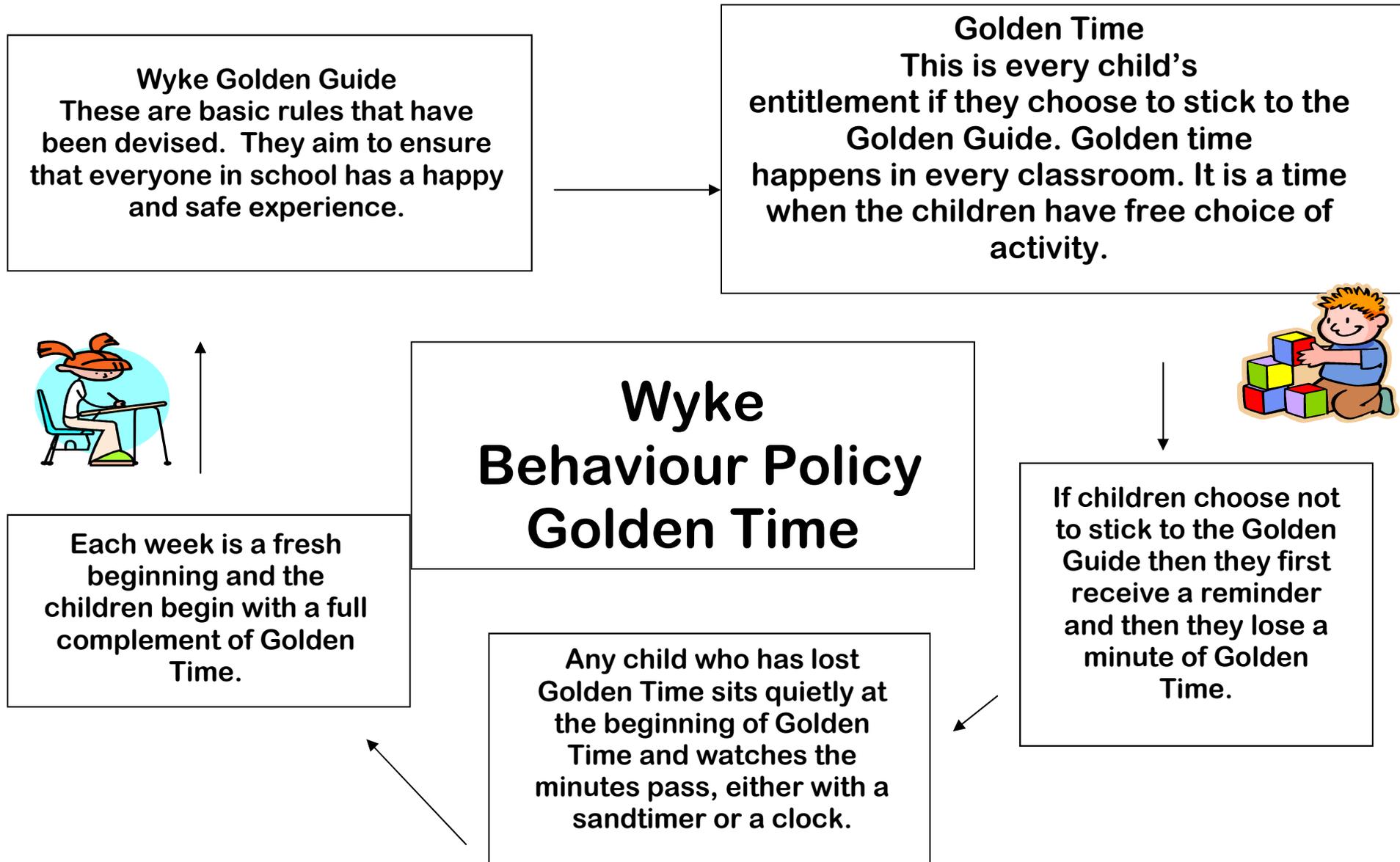
*I will focus on my own work and will not waste my own  
or other people's time.*

Do be honest.

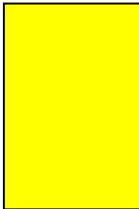
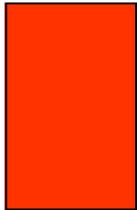
*I will not tell lies or cover up the truth.*

*Need to ask the children for their  
contributions!*

**I WILL TREAT OTHERS HOW I WOULD LIKE TO BE TREATED**



# Wyke Behaviour Policy Yellow and Red Cards



There are a few children in school for whom Golden Time would be lost very quickly and it would therefore become a very negative policy for them. These children receive yellow and red cards.

## Yellow Cards

A yellow card is given to a child, after a reminder, who is being disruptive in anyway in a learning situation. It is given without discussion.

## Red cards

If the disruption occurs again then a red card is given. On receipt of a red card the child comes to the Headteacher's office and spends 10 minutes out of the class. Teachers keep a record of the yellow and red cards.

## 2 Red Cards

If a child receives 2 red cards in one day then they do not return to their class for the rest of the day and work in/outside the HT's office.

**Each day is a fresh start!**

## **Appendix 4**

### **1. What is racist behaviour?**

Racist behaviour is defined by the commission for Racial Equality as:

“Any hostile or offensive act by a person of one racial group or ethnic origin against a person of another racial group or ethnic origin or any incitement to commit such an act in such a manner that

- it interferes with the peace and comfort of the aggrieved person
- the person aggrieved fears for their safety
- the quality of life of the person aggrieved is reduced”

### **2. Examples of racist incidents**

The Local Authority recognises the following as examples of racist incidents which may involve pupils, students, teachers, lecturers, youth workers and auxiliary staff:

- derogatory name calling, insults and racist 'jokes'
- verbal abuse and threats
- racist graffiti
- provocative behaviour such as wearing racist badges or insignia
- racist comments in the course of discussions
- ridicule of an individual's cultural differences, e.g. food, music, dress, language etc.
- bringing racist materials such as leaflets, comics or magazines into the institution
- attempts to recruit other pupils and students into racist organisations
- physical assault against a person's property which is racially motivated
- incitements of others to behave in a racist way
- refusal to co-operate with other people because of their ethnic origin

All racist incidents are recorded and reported by the Headteacher to the Local Authority.

### **3. Challenging and dealing with racist incidents**

The context, the age of the children involved and the seriousness of the situation will influence how an incident is dealt with.

All incidents need to be acknowledged and talked through even with young children. The following is a suggested checklist for dealing with specific incidents and may be adapted to the particular circumstances in each institution.

- Acknowledge the incident expressing disapproval
- Give support to the victim, apologise for the incident
- Identify the racist behaviour
- Counsel the perpetrator while maintaining pastoral support
- Explain to those responsible as well as any onlookers what is unacceptable about the incident
- Consider appropriate action and inform the member of staff responsible for recording and monitoring racist incidents i.e. the Headteacher.
- Contact both sets of parents if appropriate. Explain the action taken and relate this to the institution's policy on dealing with racist incidents

Remember, it is important:

- for staff to discuss individual incidents, the steps taken and the position and policy of the school towards racist incidents
- that individual members of staff are aware of their role and responsibility within the whole school policy so that its implementation is effective
- to ensure that through policy discussion and development victims can feel supported and perpetrators will realise in future the consequence and inappropriateness of their actions
- to review all aspects of school curriculum and procedures to ensure that racism is challenged and not inadvertently reinforced
- to establish procedures for dealing with parental complaints about racist incidents within the establishment's environment

## Appendix 5 – Use of reasonable force

### **What happens if a pupil complains when force is used on them?**

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is **not** for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the *'Dealing with Allegations of Abuse against Teachers and Other Staff'* [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.