



The Winns Primary School

Behaviour Policy and Statement of Behaviour Principles

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Policy Links: [Exclusion and Safeguarding Policies](#)

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

At The Winns Primary School the approach to behaviour management is based on a positive and assertive approach to enable effective learning to take place. We aim for children to feel safe and to help develop respect and empathy for others. Children need to understand the consequences of their behaviour and the impact it may have on those around them.

We encourage good standards of behaviour through our main school rules, namely:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Our policy supports us in challenging certain types of behaviours – namely:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Racist, sexist, homophobic or discriminatory behaviour

(Racism is when a person has deliberately been abused, harassed or discriminated against, or perceives this to be the case, in relation to their racial, ethnic or religious identity.

All pupils at The Winns Primary School have the right to be treated with respect and to feel safe with regard to their individual ethnic background. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents should feel confident that if racist incidents occur, they will be investigated swiftly and robustly and that help and support will be given to all involved. Refer to our Anti-Racist Statement on the school website).

Parents will be notified regarding any sanctions put in place. Students responsible for racist behaviour may face:

- Internal exclusion
- Fixed-term exclusion (if the behaviour is repeated)
- Permanent exclusion

- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Working to Stop bullying

We are aware that children who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. The school's teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Pupils must be encouraged to report bullying in school.

Implementation

The following steps are taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident is recorded and given to the Head teacher or one of the Deputy Head teachers
- The Head teacher or one of the Deputy Head teachers will interview all concerned and may record the incident
- Parents may be kept informed of any developments
- Punitive measures will be used as appropriate and in consultation with all parties concerned

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- reassuring the pupil
- offering continuous support
- informing the child's parents or guardians
- restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil
- offering continuous support

The following disciplinary steps can be taken:

- official warnings to cease offending
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

5. Roles and responsibilities

5.1 The governing body

The Curriculum Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Curriculum Committee have reviewed this behaviour policy in conjunction with the Headteacher and will monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Curriculum Committee giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

The staff in school encourage good standards of behaviour through the School Rules:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard

- We look after property

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Rewards

Our rewards system is closely based on the golden rules system for rewarding good behaviour. It is backed up by the consistent awarding of red stickers by all members of staff which lead to the award of certificates, and in turn, prizes.

Every child, from reception upwards, is given a coloured reward chart and all staff are given red stickers which are awarded to pupils for any positive aspect of school life, Staff are allowed to give up to three stickers per child per day and when a child puts it on their chart, to avoid fraudulent use, the sticker is initialled by the adult who gave the sticker. The stickers build up and on reaching twenty the child receives a certificate that is presented to the child during Friday's Celebration Assembly.

The system of red stickers is built upon with the use of certificates. This begins with the Red 1 certificate. This is achieved by children reaching 20 red stickers and filling in the red sticker chart respectively, red 1 is followed by Red 2 and Red 3. The children then move on to the next colour of sticker chart and start collecting for the next colour certificates. The order of colours for sticker charts and certificates is:

- Red
- Orange
- Green
- Blue
- Pink
- Yellow
- Bronze
- Silver
- Gold

Each third coloured certificate is accompanied by a prize:

- Red- Pencil
- Orange- Ruler
- Green- Pen

- Blue- Book Mark
- Pink - Pencil Sharpener
- Yellow- Key Ring
- Bronze- Notepad and Pen
- Silver- Coloured Pencil case
- Gold- A Winns Primary School Mug

The Traffic Light System

To further reinforce a whole school consistent approach to behaviour management a traffic light system is used. The traffic light is displayed in all rooms as part of the behaviour display that is a school requirement.

The traffic light system operates as follows:

- All children start on green at the beginning of a session and staff must ensure that the children are reminded of this fact.
- During a session if one formal warning is given a child will move to amber which can be taken away and if behaviour improves, the child returns to Green.
- During a session if two formal warnings are given a child moves to Red and if behaviour improves, the child can then return to Amber then Green or straight to Green.
- If a child remains on Red at the end of a session then sanctions are applied, these are set out in a separate section of this policy.

Golden Time

All Classes from Years 1 to 6 offer Golden Time to their class as a result of the reward for good behaviour, good effort and learning. The procedures around Golden Time are as follows:

- Golden Time always takes place on a Friday afternoon
- Golden Time lasts for 20 minutes
- If there is the need to withdraw Golden Time then only 5 minutes at a time can be removed
- Children must be given the chance to earn back any lost Golden Time. A maximum of 15 minutes can be earned back if all Golden Time has been lost
- All teachers are required to maintain a private record of withdrawn Golden Time to ensure accuracy and fairness, a standard format for recording is provided and must be used by all teachers

Circle Time

All classes in the school are required to organise circle time on a regular basis and when required dependent upon specific events.

Circle time should not be used as a reactive strategy but in a pro-active and regular manner. It is a strategy that should be deployed by all teachers to ensure that the social relationships with and within the class are developed to a high standard and to give each child an effective voice in class. Detailed guidance and professional development is available for any teachers who feel that they may need to develop their practice in this area.

Jar of Kindness

The Jar of Kindness involves using a glass jar and glass marbles.

The Jar of Kindness is a reward system where children and staff are encouraged to report acts of kindness by other children when coming in from play time and lunch time. If an act of kindness is reported and accepted a marble is dropped into the jar – the ‘sound of kindness’.

Acts of kindness must be referred to regularly in the classroom and the Jar of Kindness must be regularly referenced. Marbles may also be awarded and celebrated by the class teacher in the classroom for anything observed or reported in class.

During Hall assemblies at least fortnightly, special or notable acts of kindness will be celebrated with the use of a Hall Jar of Kindness; a larger jar and giant marbles. Class marbles are awarded after nominations for a class act of kindness from class teachers in assembly. Teachers are responsible for making class nominations but are also free not to make a nomination if they feel it is appropriate.

Marbles should never be removed from the jar as a sanction but not putting a marble in the jar in class or in an assembly is allowed but must be explored and explained.

Acts of kindness must be reported by other children and adults, not children telling teachers or other support staff about acts of kindness they have performed themselves.

Year groups must decide on an appropriate reward for filling the Jar of Kindness – extra play time, visit to the park, special art or craft projects, and special games for example.

Consequences and Sanctions

Consequences and sanctions are an essential element in behaviour management but should only be used in conjunction with the school’s positive approach and traffic light system. Teachers and other staff can use a degree of discretion and judgement in relation to the build up to a formal warning including the removal of 5 mins of Golden time or a class system within the class rules. In terms of formal warnings the following sanctions only are available to staff:

- Formal warning X1 (Amber) and/or Short sit/time out or removal of 5 minutes of Golden Time
- Formal warning X2 (Red) and/or sent to buddy class, removal of an additional 5 minutes of Golden Time
- When a child remains on Red at the end of a session 5 minutes of playtime is to be missed or another 5 minutes of Golden Time deducted
- When a child remains on Red for two sessions in one day a sanction will be given, in addition the class teacher or staff member involved is expected to communicate with parents
- When a child ends two or more sessions on Red, on more than one day in a week then a member of the senior team must be involved to plan the way forward.
- In exceptional circumstances - Red card to senior management, who will attend the scene and remove the child to investigate and decide upon the appropriate actions to follow.
- Whichever sanction applies it is essential that accurate records are kept to ensure fairness, consistency, and effective communication. Incidents where a Red card is deemed necessary must be recorded on the school’s reporting system CPOMS, so that we can maintain an accurate record of sanctions

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information. **All incidents involving sexual harassment and sexual violence should be recorded immediately on the school's child protection monitoring programme, CPOMS.**

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with on-going training on managing behaviour including, where appropriate, proper use of restraint.

Behaviour management will also form part of continuing professional development.

All training is recorded on the school database.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Curriculum Committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Curriculum Committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy
- Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Curriculum Committee annually.

Appendix 2: letter to parents about pupil behaviour

Behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

