

"Every child is a unique child of God."



Whinmoor St Paul's (VA) C of E Primary School

Behaviour Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: October 2025

Review Date: October 2026

Signed: Ruth Davies

Chair of Governors

Date: 16th October 2025

Additional Information

The use of the term 'parent' for the purposes of this policy refers to the child's birth parents and includes any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives.

Our Vision, Values and aims

Every child is a unique child of God

At Whinmoor St Paul's we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to 'Let their Light Shine.' We have a loving, caring community, underpinned by our Christian ethos, in which everyone, regardless of our differences, feels valued, nurtured and secure.

We have very high expectations of our children and ourselves. We are proud of the happy, safe and 'magical' environment we have created. We aim to prepare your children for a future full of learning which will enable them to play a full and active part in the world they inherit. Our Christian Values and British Values support our academic successes and will be key factors in your children's future lives; we look forward to seeing them flourish within our aspirational, secure and happy environment. We believe that everyone is on an everlasting learning journey. Adults and children at Whinmoor St Paul's are provided with opportunities to 'Let their Light Shine' so that we can strive to do the best in everything we do, so that we can significantly impact the learning of ourselves and others. We want to ensure that we are constantly adapting to meet the needs of all of our learners in this exciting and ever-changing society.

Everything we do is underpinned at all times by the Christian ethos of valuing the individual and, in this way, we seek to fulfil the spiritual, mental and physical capabilities of every child—the future adult members of our society.

OUR VISION

To promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.

At Whinmoor St Paul's Primary School, we believe that every child is a unique child of God and lives in a world that God has made.

OUR AIMS

- Provide a safe, happy and nurturing environment where every child can achieve their full potential
- Provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- Enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- Develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures

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- To build strong relationships with the local community, our city and the wider world
- And to do all this as a caring community based on strong Christian values.

Our behaviour policy outlines procedures we have in place to ensure all our children **'Let their Light Shine.'**

AIMS OF THIS POLICY

Good behaviour is the responsibility of all staff with the Headteacher having prime responsibility for promoting good learning behaviours throughout the school. This policy applies to all staff, volunteers, pupils, parents and carers.

Whinmoor St Paul's has a firm commitment to putting the needs of children first and foremost. Policies and practice promote a safe and inclusive environment conducive to learning, ensuring high achievement for all pupils, irrespective of their differing needs. This policy reflects the importance of the proactive and preventative work that school undertakes to ensure high standards of behaviour.

At Whinmoor St Paul's there is a whole school commitment to positive reinforcement. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. Expectations, habits and routines are taught at the start of each year as part of our behaviour management and are revisited constantly throughout the year. Parents are expected to work in partnership with the school's policies and guidelines for behaviour in the interests of their own children and of the whole school community.

There is a whole school commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in school to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes to gain rewards and experience feelings of well-being, pride, and satisfaction. They will also be clear about the consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in school is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions. Children who experience difficulties are given support from staff and peers to be empowered to make their own choices.

While we have the same high expectations of all pupils, we may apply our policy differently depending on individual pupils' SEND needs. We ensure that due care and consideration is taken when applying the behaviour policy with children who have SEND needs.

RATIONALE

Whinmoor St Paul's takes responsibility for creating and maintaining high standards of behaviour. We have followed the DfE Guidance Behaviour in Schools in creating this policy, paying particular regard to sections on creating and maintaining high standards of behaviour; developing a school behaviour policy; communicating the behaviour policy and a whole school approach to behaviour.

This policy has recently been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are in a calm, safe, and supportive environment that brings out the best in every pupil. The Headteacher takes responsibility for implementing measures to secure high standards of behaviour. They should ensure that the school's

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approach to behaviour meets at least the following national expectation:

- the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly, to help create a calm and safe environment; leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines; measures are in place and both general and targeted interventions are used to improve pupils' behaviour.
- support is provided to all pupils to help them meet behaviour standards; disruption is not tolerated, and pupil behaviour does not normally disrupt teaching and learning or routines;
- all members of staff create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

LEGISLATION

This policy is based on advice, contained in the following documents from the Department for Education (DfE):

- Behaviour in schools Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England May 2023
- Keeping children safe in education 2024
- Searching, screening and confiscation at school
- Equality Act 2010: advice for schools
- Use of reasonable force in schools
- Supporting students with medical conditions at school
- Special educational needs and disability (SEND) code of practice: 0-25 years

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The Governing Body is responsible for reviewing and approving the Behaviour Policy and monitoring its impact and contribution to achieving the school's aims and objectives. They will ensure that the policy is non-discriminatory, that expectations are clear, and that the policy is circulated to, and understood, by staff, pupils and parents

HEADTEACHER

The Headteacher ensures that the policy is fully embedded and adhered to in the school. They hold responsibility for monitoring the efficacy of the policy, considering the views of all stakeholders and reporting these, where appropriate, to the Chair of Governors.

The Headteacher is responsible for the implementation of the Behaviour Policy and the day-to-day management of it, including associated systems and processes. The Headteacher ensures that accurate accounts of all reported serious incidents of misbehaviour including are recorded and retained e.g. bullying, racism, sexual harassment, homophobic behaviour etc.

The Headteacher supports staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the effective use of the policy. Headteachers monitor how staff apply the policy to ensure rewards and sanctions are applied consistently, reporting to the Governing Body on the implementation and efficacy of the policy, as required. Headteachers must also ensure that staff benefit from timely and

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appropriate training and professional development to allow them to understand this policy, follow all practices and procedures within it and, ultimately, assist teachers in creating an outstanding culture and climate for learning.

It is the responsibility of the Headteacher to ensure the health, safety and welfare of pupils and other school users is paramount in all decision making. For repeated or very serious acts of poor behaviour, the Headteacher holds responsibility for making the decision to suspend or ultimately permanently exclude a pupil.

SENIOR LEADERSHIP TEAM

It is the responsibility of the Senior Leadership Team to support the Headteacher in the promotion and implementation of the Behaviour Policy, ensuring that the culture of the school promotes positive behaviour and that staff reward pupils for good behaviour and deal effectively with instances of poor behaviour.

STAFF, INCLUDING TEACHERS, SUPPORT STAFF AND VOLUNTEERS

Staff, including teachers, support staff and volunteers, are responsible for the application of the policy, ensuring its processes and procedures are followed, and consistently and fairly applied. They have a responsibility, with the support of the Headteacher for creating a high-quality learning environment.

Staff have a key role in modelling positive behaviours, recording behaviour incidents accurately and in advising the Headteacher on the effectiveness of the policy and procedures.

Staff are expected to engage in training and CPD organised by leaders to support them to carry out their roles to the best of their ability. Staff at all levels within school should seek to create effective relationships with pupils and their families – including timely communication, home-school liaison, and liaison with other agencies where appropriate.

PARENTS

Parents support the school by ensuring that their child is ready to learn. The role of parents is crucial in helping school to develop and maintain good behaviour. To support the school, parents should understand this policy and where possible, take part in the life of the school and its culture.

Parents have an important role in supporting the school's policy and reinforcing it at home. School will build and maintain positive relationships with parents, for example by making parents aware of when their children are exceeding, meeting, or missing behavioural expectations. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents support by making sure that their child:

- arrives on time prepared to learn.
- brings appropriate equipment such as PE kit, reading books, any other necessary equipment.
- is aware of the need to be polite, courteous, respectful to everyone on the school site and that they should comply with reasonable requests or instructions made by staff on the first time of asking.
- always wears the school uniform correctly.

Parents have a responsibility to inform the school of any changes in circumstances that may affect their child's behaviour, by discussing any behavioural concerns with a key member of staff promptly and by attending review/reintegration meetings as required.

WHINMOOR ST. PAUL'S BEHAVIOUR STRATEGY

Rewarding behaviour

We reward excellent behaviour in a variety of ways. These will be used to highlight aspects of behaviour which we wish to promote, as well as to build self-esteem and pride in the recipient. They may take the form of:

- private words of praise;
- public words of praise;
- dojo points;
- Headteacher rewards;
- sticker or badge; special responsibilities;
- speaking to parents, through face-to-face conversations, a message or personal phone call;
- Message sent home
- A star of the week awards in assembly

Praise should always be specific so that the behaviour being rewarded is identified; this will encourage other children to aspire to it.

DEALING WITH INAPPROPRIATE BEHAVIOUR

In the interests of equity and clarity, the whole school community needs to adopt a common system of rewards and sanctions based on the premises that:

- all children have the right to feel safe and happy at school;
- all children need to have clear guidance and boundaries for their own security;
- it is the responsibility of everyone in school to promote and support these rights.

School rules are kept to a minimum and offer broad guidance to ensure the safety and well-being of all. We call these our golden rules:

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

UNIVERSAL APPROACH

It is important to have high expectations of good behaviour. This is supported through Whinmoor St Paul's Code of Conduct. Every child will sign the code of conduct at the beginning of each academic year to ensure they have understood the high expectations we have of them. The code of conduct states:

- 1) Children must behave in a responsible manner and are expected to do what they are told, when they are told, whilst under our care.

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- 2) Consideration, courtesy and respect should be shown by everyone at all times.
- 3) Everyone must always try to understand other people's point of view
- 4) Children are expected to make it as easy as possible for everyone to learn and for the teacher to teach, whether this takes place inside or outside the classroom.
- 5) Children must always show friendship, kindness and care to others.
- 6) Children must always speak politely to each other and all adults.
- 7) The school must be kept clean and tidy so that it can be a welcoming place of which we can be proud.
- 8) Children must take pride in their appearance and possessions and have respect for other people.

THE GOLDEN RULES

The Golden Rules are intended to support our aims and turn expectations into reality. They are there to provide structure for children, to make it clear what it is we expect of them. These are displayed in every teaching area and around school as an aid to refer to and as a reminder.

We are gentle – We don't hurt others

We are kind and helpful – We don't hurt anybody's feelings

We listen – We don't interrupt

We are honest – We don't cover up the truth

We work hard – We don't waste our own or other's time

We look after property – We don't waste or damage things

REWARDS

To encourage good behaviour, be quick to respond to children who are doing the right thing. B.F Skinner suggests that 'Behaviour which is reinforced tends to be repeated; behaviour which is not reinforced tends to die out or be extinguished' (B.F. Skinner 1957). A positive approach relies on the reinforcement of appropriate behaviour. Every child begins the day on the green traffic light with an understanding that each morning or afternoon session starts a fresh on the green traffic light again. Children who remain on green for the duration of the day will receive positive praise following the Whole School Reward System – Class Dojo.

Whilst it is important to reward our children with extrinsic rewards such as Dojo points, we know that we need to support our children to be self-determined and intrinsically motivated. Psychologists Edward Deci and Richard Ryan, first introduced their ideas in their 1985 book *Self-Determination and Intrinsic Motivation in Human Behaviour* that supports our visions and aims to 'to promote the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning.' Our ClassDojo point system allows us to tailor our rewards to celebrate specific positive behaviours such as being independent, showing kindness or acting resiliently as well as our positive learning behaviours – courage, co-operation, perseverance, kindness and curiosity.

CLASS DOJO

Each child within school has a ClassDojo Character. Children are rewarded with dojo points by staff when they have shown positive behaviours.

Children will be awarded the following:

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- 200 Dojo points = Bronze Award
- 400 Dojo points = Silver Award
- 600 Dojo points = Gold Award
- 800 Dojo points = Platinum Award
- 1000 Dojo points = Merit Award

When rewarding children for positive behaviours, staff will be clear and specific about the positive behaviours they have seen.

Phrases such as 'a dojo point for you because you were independent when selecting a resource to help you' and 'you showed the value of patience when working in a team.' Will support children when developing intrinsic motivation and development.

DEALING WITH INAPPROPRIATE BEHAVIOUR

Praise will have a significant effect on the behaviour of most pupils but there will be a small number of pupils who, at times, do not respond as readily to praise as we would anticipate. ***"Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behaviour is the norm" (OSEP Centre on PBIS, 2006).*** Some children find it difficult to respond immediately and others appear to be unaware of the effect their behaviours are having on others. All staff are responsible for ensuring persistent or serious incidents are recorded on to CPOMs using the agreed format. The Key Stage Lead/member of SLT Lead should be informed of any persistent lower-level poor behaviour.

Failure to follow the school rules will result in a hierarchy of consequences:

1. **Look at the child** - who is misbehaving to remind them of the behaviour choice they are making.
2. **Verbal warning** - Remind the child of the particular classroom/school rule he/she is breaking using the language of choice so they are able to correct their behaviour. (This is the verbal warning)
3. **Move child's name onto the amber traffic light** – remind the child of particular classroom/school rule he/she is breaking using the language of choice so they are able to correct their behaviour and consequences if this behaviour continues will be to move to red
4. **Move child's name onto the red traffic light and Loss of privileges** - If the behaviour still continues – the child will lose their privileges - starting with 5 minutes loss of playtime/Golden time. This consequence to be supervised by the class teacher.

Time out – at this stage the child may be asked to go to a member of Senior Leadership for some "time out" to calm down.

Early Years go to Mrs Lindley (Early Years Lead)

Year 1 and 2 go to Mrs Normington (KS1 Lead)

Year 3, 4, 5 and 6 go to Mrs Wallis (KS2 Lead)

If disruptive behaviour continues once they have met with a member of the Senior Leadership Team, the child will then be sent to the Deputy Headteacher or Headteacher.

At this point a meeting will be held between the Headteacher, the relevant staff and families to discuss and investigate the incidents and how to prevent recurrence of inappropriate behaviour.

EMERGENCY SITUATIONS OR REFUSALS

There may be times when a child's behaviour is so dangerous or disruptive that a lesson cannot continue. For instance, if a child's behaviour is putting themselves or others at risk. These are emergency situations only.

Instances include:

- A serious attack on a child or adult
- Abusive language (e.g. Swearing at an adult, calling an adult an inappropriate name)
- Deliberate/serious damage to property (If property has been damaged, then school may ask parents to provide replacements)
- Threatening behaviour

Serious one of breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

In the instance that a child has absconded out of the classroom, school building or school grounds please refer to the Absconding policy and Absconding Plan/Risk Assessment for that child if relevant.

In these circumstances the Headteacher must be informed. A member of the Senior Leadership Team/Headteacher will inform parents/carers about internal or external exclusion.

**such behaviour may result in the involvement of other agencies such as the Seacroft Manston Cluster, Police Community Support Officers, Police Officers, East Area Inclusion Partnership and other external agencies etc.*

ORGANISATIONAL FACTORS

- On return to the class from any time out a fresh start should be given.
- Any missed work needs completing and time outside of lesson time is to be allocated (if appropriate). This needs to be supervised by the class teacher.
- Where necessary or for any persistent/low level behaviour then the class teacher is to record the incident on to the CPOMs database by the end of the school day.
- Teachers should inform the Key Stage Leader/member of SLT of any persistent lower-level poor behaviour.

The CPOMs database will be analysed regularly by the Key Stage Leader/member of SLT and any concerns of repeated, persistent behaviour will be discussed with the Headteacher and further action will be taken (as deemed necessary) for example, referrals to external agencies, contact with parents/carers etc.

TAILORED PROVISION

Our data collection and analysis can aid our identification of vulnerable groups of children. We will work with a number of groups, offering support with their behaviour, confidence, self-esteem. We can organise programmes of work for groups such as:

- Nurture groups
- Self Esteem boost groups
- Transition groups
- Managing Emotions

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- Friendship Groups
- Meet and Greet
- Lego Therapy

These groups are usually run by the Pastoral Team and will run for approximately 6-8 weeks in the first instance.

INDIVIDUALS WITH CHALLENGING BEHAVIOUR

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of a Positive Behaviour Support Plan. The Key Stage Lead/member of SLT should be informed if a child's behaviour is causing concern.

- The teacher and SENDCo will devise and monitor Positive Behaviour Support Plans
- Positive Behaviour Support Plans must be reviewed every term with the child, teachers, parents/carers and SENDCo
- The data from the CPOMs database will be used to inform the success of the plan and the next steps

Rewards need to be identified that are personal to each child. A variety of rewards should be considered with some children. All children with a high level of need will have an Individual Risk Assessment (BIPRA) and where needed a Positive Handling Plan, describing some background, and outlining the provision that is currently set out. This should be read in conjunction with the Positive Behaviour Support Plan.

For children whose behaviour is consistently poor, severe, violent, abusive or disruptive the Senior Leadership Team will consider:

- Referral to outside agencies through the Seacroft Manston Cluster
- SENIT Inclusion Team
- Dual Registration with a pupil referral unit
- Fixed term exclusion
- Alternative Provision
- Support from the East Area Inclusion Team / Attendance Team / Education Psychologist
- Daily report cards
- Alternative Personalised Curriculum.

In cases of fixed term exclusion, procedures as outlined in DfES/LA Circulars will be adopted. Where a child is in danger of permanent exclusion a 'Phase Support Programme' will be initiated by the SENDCo with the support of the Headteacher and the AIP in line with DfES Circular 11/99.

REFUSALS TO LEAVE THE CLASSROOM

If others are at risk the following procedure must be followed:

- Remove the rest of the class to another area, whilst ensuring the safety of the child refusing to move
- Send for a member of the Senior Leadership Team
- Use de-escalation techniques

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- Follow Positive Behaviour Support Plan if applicable
- Do not attempt to remove a child physically except under exceptional circumstances
- If the child is behaving unsafely ring parents and/or police. Removing whole classes from a dangerous situation is our first option.

INDIVIDUAL PUPIL RISK ASSESSMENTS

If a child is deemed to pose a significant risk to themselves or the people around them because of their behaviour then, in line with the Equality Act and Health and Safety at Work Act, a Behavioural Individual Pupil Risk Assessment may be put in place. This is known as a BIPRA. This will be completed alongside the family and will be reviewed on a termly basis.

If a child has a medical condition or sustains an injury where reasonable adjustments may need to be made, in line with the Health and Safety at Work Act and Management of Health and Safety at Work Regulations and recent case law, a Medical Individual Pupil Risk Assessment may be put in place. This is known as a MIPRA. Again, this will be completed alongside families and will be reviewed on a termly basis or for as often as is necessary dependent on the injury that has been sustained.

Both documents aim to identify potential hazards and minimise risk to all those involved.

SEARCHING AND CONFISCATION

The school's general power to use sanctions, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so. "Property" is defined within this policy as "any goods in the pupil's possession, over which the pupil appears to have control".

The Headteacher will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action.

Please refer to the DfE guidance, Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies for further information.

School staff can search a pupil for any item if the pupil agrees. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the teacher will then ask for a senior leader to support. If they have reasonable grounds for suspecting the pupil is in possession of a "prohibited item", the Headteacher and members of school staff authorised by the Headteacher can search the pupil without their agreement.

The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness. The limited exception to this rule is that a staff member can search a pupil of the opposite sex and without a witness present only if the person carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not conducted immediately, and in the time available, it is not reasonably practicable to summon another member of staff.

The list of **prohibited items** is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

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- tobacco, e-cigarettes or vapes;
- fireworks, lighters, matches;
- pornographic images;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence; or cause personal injury to, or damage to property of any person (including the pupil).

CONFISCATION OF A MOBILE PHONE

If a pupil has a **mobile phone** confiscated, they will be handed to the school office where they will be stored securely until the end of the school day.

Allowing access to mobiles in school introduces complexity and risks, including distraction, disruption, bullying and abuse, and can be a detriment to learning. The DfE is clear in the Behaviour in schools guidance that Headteachers should consider restricting or prohibiting mobile phones to reduce these risks.

In addition, electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, cyber bullying, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

When an incident involves nudes or semi-nudes, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and the school will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

USE OF REASONABLE FORCE AND PHYSICAL INTERVENTION

Please refer to the DfE guidance 'Use of Reasonable Force'.

There are circumstances when it is appropriate for staff in our school to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEN and disabilities, mental health or medical conditions.

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Leeds City Council; children's dignity and rights are always respected. The decision on whether to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary.

STATEMENT ON THE USE OF PHYSICAL INTERVENTIONS

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons,

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for example:

- to comfort a pupil in distress (so long as this is appropriate to their age).
- to gently direct a pupil
- for curricular reasons (for example in PE, Drama etc)
- in an emergency to avert danger to the pupil or pupils

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's hand for a little extra security if it is required

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

Physical intervention or reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to leave the area.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom or school site 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.

Physical intervention should not be used as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded on CPOMS. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

REASONABLE ADJUSTMENTS

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit of the Equality Act 2010.

We will consider, in line with the requirements of the Equality Act 2010, making reasonable adjustments for pupils with special educational needs and disabilities where it is deemed appropriate. A reasonable adjustment is not the same as lowering expectations; it means that some pupils need additional support to ensure that they meet the high expectations required of all pupils.

The school culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. The school should ensure a whole-school approach that meets the needs of all pupils, including pupils with SEN or a disability. Everyone can feel they belong in the school community and high expectations are maintained for all pupils. Good behaviour starts with a calm, orderly environment which will benefit pupils with SEND, enabling them to learn and to feel confident asking for help and support. There is always a need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

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However, the school also has additional duties (for example, with regards to safety) not just to the individual pupil, but also to the other pupils and to staff. These are imperatives and sometimes mean that the Headteacher might need to consider appropriate actions even in spite of a pupil's individual needs. Where appropriate, the school should anticipate likely triggers of misbehaviour and put in place support to prevent these. We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for the school on the facts of the situation. Staff should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is lawful to sanction the pupil in line with the requirements outlined in the Equality Act 2010, as documented above. It is also important for the school to try and understand the underlying causes of behaviour and whether additional support is needed.

At Whinmoor St Paul's Primary School we have a zero-tolerance approach to the following:

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 deliberately hurtful and repeated, often over a period of time.

Antibullying Alliance

Each school has a local policy for preventing and addressing bullying. Anti-bullying policies are available on school websites. The Keeping Children Safe in Education, 2024' makes it clear that it is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Keeping Children Safe in Education goes on to add bullying (including cyberbullying, prejudice-based and discriminatory bullying) as a form of child-on-child abuse.

MALICIOUS ALLEGATIONS

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will meet with staff, parents and pupils involved to consider appropriate sanctions. Making false allegations is very serious and may lead to a pupil being suspended or permanently excluded from the school.

BEHAVIOUR BEYOND THE SCHOOL GATE

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

CHILD ON CHILD ABUSE

What does it mean?

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others. All staff recognise that children are capable of abusing their peers. All staff are aware of safeguarding issues from peer abuse including:

- bullying
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting
- initiation/hazing type violence and rituals.

Following any report of child-on-child sexual violence or sexual harassment offline or online, the school will follow the general safeguarding principles set out in Keeping Children Safe in Education (KCSIE), with a focus on Part 5. School is clear that sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will challenge all inappropriate behaviour between pupils and will not pass off any sexual violence or sexual harassment as acceptable or as 'banter' as this can lead to the normalisation of an unsafe environment for pupils. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Pupils whose behaviour falls below the behaviour expected of them will be sanctioned. Disciplinary action will be taken whilst other investigations by the police and or children's social care are ongoing. The school will never normalise sexually abusive language or behaviour by treating it as an inevitable fact of life or an expected part of growing up and will strenuously advocate high standards of conduct between pupils and staff. If a report of sexual abuse or harassment is shown to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate against the individual who made it.

All incidents of child-on-child abuse are reported to the School's Designated Safeguarding Lead, who will respond to the report. All incidents will be recorded on CPOMS.

PREJUDICE BASED OR DISCRIMINATORY BULLYING

What does it mean?

This is bullying behaviour that may be a result of prejudice that relate to perceived or actual differences around an individual's identity. It can be based on characteristics unique to a child or young person's identity or circumstance which can lead to prejudice or discriminatory language. This includes, but is not limited to, racism, sexism, homophobia, biphobia or transphobia. It also covers the protected characteristics where people are to be protected from discrimination due to their age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

If an instance of prejudice-based or discriminatory bullying were to happen within school, the usual and appropriate safeguarding measures would be taken in line with our safeguarding policy.

CYBER BULLYING AND BEHAVIOUR INCIDENTS THAT OCCUR ONLINE

What does it mean?

Cyber-bullying takes place online and can be through all areas of internet, such as email & internet chat room misuse, social network sites, threats by text messaging & telephone calls, and misuse of photographic

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technology, e.g. cameras and videos. This includes sexting or threatening and/or blackmailing a person to share images of that person or purporting to be that person or connected with them in some way.

The way in which pupils relate to one another online can have a significant impact on the environment in the school. Negative interactions online, including those outside of school hours when pupils are in the local community or at home, can damage the school's culture and can lead to the school feeling like an unsafe place. School is clear that the same standards of behaviour are expected online as apply offline, including the importance of respect for others. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour.

If an instance of cyber bullying were to happen within school, the usual and appropriate safeguarding measures would be taken in line with our safeguarding policy (see also online safety policy).

SUSPENSIONS AND PERMANENT EXCLUSIONS

This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within school. Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement Guidance for maintained schools, academies, and student referral units in England May 2023.

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions. Headteachers will use their own professional judgement based on individual circumstances when considering whether to exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' commencing on page 14 of the DfE guidance noted above. All decisions to suspend are serious and only taken where the breach of the school rules is serious.

The following are examples of behaviours which may lead to suspension or permanent exclusion:

- Breaches of health and safety rules
- Bringing the school into disrepute
- Verbal abuse of staff, other adults or pupils
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Behaviour Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Persistent defiance or disruption

Other serious breaches of the school's rules:

A decision to permanently exclude a pupil can only be made in response to (1) serious or (2) persistent breaches of a school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or of others in the school (DfE 'Suspension and Permanent Exclusion from

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maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England', September 2023). Headteachers will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

These offences might include:

- serious actual or threatened physical assault against other pupils or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- possession of an illegal drug with intent to supply
- carrying an offensive weapon
- making a malicious serious false allegation against a member of staff
- potentially placing pupils, staff and members of the public in significant danger or at risk of significant harm
- use or threat of use of an offensive weapon or prohibited item
- abuse against sexual orientation and gender identity
- abuse relating to disability
- inappropriate use of social media or online technology (including the recording/covert recording of staff or pupils)
- deliberate activation of the fire alarm without good intent
- repeated or serious misuse of the academy computers by hacking or other activities that compromise the integrity of the computer network
- repeated verbal/physical abuse of staff.

Please refer to the school's Suspensions and Exclusion Policy for more information about these procedures as well as strategic support for pupils who are at risk of repeat periods of suspension or permanent exclusion.

PUPILS WITH A SOCIAL WORKER, INCLUDING LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

For pupils with a social worker, education is an important protective factor, providing a safe space for pupils to access support, be visible to professionals and realise their potential. Where pupils are not in the school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, the Headteacher should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should attempt to devise strategies that take both aspects into account. Where a pupil has a social worker, e.g. because they are the subject of a Child in Need plan or a Child Protection plan, and they are at risk of suspension or permanent exclusion, the Headteacher must inform their social worker, the designated safeguarding lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations. Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the designated teacher (DT) should contact the local authority's virtual school head (VSH) as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support needs to be put in place to help the school address the factors affecting the pupil's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a pupil's social worker, foster carers, or children's home workers. All looked-after children should have a Personal Education plan (PEP) which is part of the pupil's care plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion being necessary. For previously looked-after children who are on the path to being suspended or permanently excluded, the school should engage with the pupil's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

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If the Headteacher suspends or permanently excludes a pupil they must, without delay, and no later than three days after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information must also be provided in writing to the local authority. Both the social worker and VSH should, as far as possible, attend the pupil behaviour committee meeting if there is one, to share information.

PREVENTING REOCCURANCE OF UNACCEPTABLE BEHAVIOUR

The school will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. The school will try to achieve this by helping pupils understand behavioural expectations and norms and by providing support for pupils who struggle to meet these norms. Some pupils will need more support than others and this will be provided as proactively as is reasonably practicable within the school's resources and, in all cases, as soon as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. The school has a clear tracking system in place and regular meetings to discuss pupils. This ensures relevant members of staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose misbehaviour is out of character and a sudden change from previous patterns of behaviour.

Initial interventions to address underlying factors leading to misbehaviour may also include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The 'graduated response' will be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. If the school has serious concern about a pupil's behaviour, the school will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

REFERENCES TO OTHER POLICIES

- Equality and Diversity (including whole school response to homophobic and prejudiced language)
- Inclusion policy
- Anti-Bullying policy
- PSHE policy
- SEND policy
- KCSIE
- Safeguarding policy
- Online Safety Policy
- Absconding Policy