

Behaviour Policy

(Primary Phase)

Introduction

WHGS actively fosters an inclusive and supportive environment where pupils feel valued and connected. This, in turn, creates a sense of belonging for our pupils. **Our behaviour policy** reinforces this sense of belonging, leading to a high rate of school attendance. High academic achievement is intrinsically linked to a good rate of attendance.

At William Hulme's Grammar School, we believe in a consistent, structured and positive approach to managing behaviour, setting a framework for acceptable behaviour, which is understood and upheld by all members of the school community: children, parents, teachers, teaching assistants (TAs), learning support assistants (LSA's), office staff, visiting staff, governors and any other adults who come into regular contact with the children. We believe in fostering a supportive and caring school community where students and staff show respect and compassion for themselves and others.

In applying this policy, the school will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the requirements of pupils with special educational needs. The school will also have regard to its safeguarding policy where appropriate.

The William Hulme's Values

William Hulme's values consist of three charters: Respect, Compassion and Ambition. The three charters form the behavioural expectations to aid our children to be polite, kind and resilient members of society.

Respect Charter

1. To **speak** with respect.
2. To **behave** with respect.
3. To respect the **school environment**.
4. To have respect for your **own learning**.
5. To have respect for **other students' learning**.

Compassion Charter

1. To be **kind** to everyone, including myself.
2. To be **inclusive**, understand, celebrate and embrace diversity.
3. To show **empathy**, by being open to others' point of view.
4. To **challenge** behaviour that I feel is unkind or morally wrong.
5. To be **generous** and help others within the school and local community.

Ambition Charter

1. To show **pride** in everything I do.
2. To be **enthusiastic** and say 'yes' to opportunities that come my way.
3. To show **resilience** by adapting to overcome obstacles.
4. To show **determination**, embracing failure and learning from my mistakes.
5. To **challenge** myself and step out of my comfort zone.

Summary of Conscious Discipline approach

Conscious Discipline is an evidence-based, comprehensive approach to behaviour through the use of social-emotional learning, discipline and self-regulation. At William Hulme's, we have specifically selected skills taught by Conscious Discipline that we feel will benefit our staff and students by building our school family, improving our abilities to self-regulate and showing empathy to ourselves and others.

Routines (building the school family)

Routines lessen cognitive load and provide us with a felt sense of safety and the opportunity to access the higher centres of our brains (Creating the School Family, Becky Bailey, 2011). At WHGS we understand that the school climate impacts all achievement.

- Entry and exit from classroom.
- Moving through the school.
- Lining up at the end of break and lunchtimes.
- Classroom routines (1,2,3, leaving the classroom)
- The school uses MAP (Model expectations, Add visuals and Practice!) for routines in order to break down barriers in understanding and to achieve expectations.

Classroom Jobs (building the school family)

Class jobs provide students with the opportunity to be contributors and take responsibility for their environment, which builds a sense of belonging and community.

- Each child has a role within the classroom which rotates regularly.
- Wider school jobs are also available for children who benefit from more responsibility.

Breathing techniques (brain state model/self-regulation)

When students are in their survival or emotional brain states, breathing techniques help to turn off the stress response in the body and put the child in a space to learn and use their problem-solving skills (Conscious Discipline, 2024).

- All classrooms have a breathing techniques poster visible in the room.
- Adults help remind children to use them when they are feeling upset.
- Breathing monitor is one of the class jobs so children can support each other.

Empathy

Empathy is a key skill to maintaining connection through conflict (Becky Bailey, 2011). This fits closely with self-regulation, as it is vital to understand our own emotions before we can begin to understand others'.

- Emotional literacy learning is included in PSHE lessons.
- Reading for empathy is implemented through chosen books.
- Care monitors are used as part of classroom jobs.

Who is Responsible for this Policy?

The **School** has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework.

All staff will implement the academy policy consistently and fairly throughout the school by setting the standards required to promote positive behaviour.

The Senior Leadership Team & Behaviour Lead will ensure the fair application of this policy and ensure all members of staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required.

Parents and carers are expected to support their child to adhere to behaviour codes of conduct. Parents may help staff to be understanding of circumstances that may negatively affect individuals' behaviour.

Pupils should be responsible for their own behaviour.

Rights, Roles and Responsibilities

We are a Rights Respecting school and the UN Convention on the Rights of the Child sit beside the statutory and moral obligations of schools to ensure all individuals are safe, learning without fear or persecution and can thrive in realising their future potential as respectful, compassionate, ambitious and resilient individual.

When addressing behaviours, the following UN Convention of the Rights of the Child (UNCRC) articles (see appendix 1) will be referred to:

- Article 2 – Non-discrimination
- Article 12 – Respect for children's views
- Article 19 – Protection from violence
- Articles 28/29 – Right to an education/Aims of education

Promoting positive behaviour and good attendance is the responsibility of the school's community as a whole. We will hold all individuals, pupils and staff to account for their attendance and behaviour and their contribution to the areas for which they are specifically responsible. Specific roles and responsibilities include:

- The Senior Leadership Team and governors in monitoring all aspects of the school's behaviour policy and its application, to promote equality for all pupils.
- The Senior Leadership Team in ensuring they are visible around school and known to pupils across school, actively seeking out pupils for praise and recognition, demonstrating a genuine care and respect for pupils.
- The Learning and Support Attendance Mentors in ensuring that all pupils get the personal attention they need to ensure excellent standards of behaviour and great learning.

All adults within our school community will promote positive behaviour. They will:

- Promote a positive culture of Respect, Compassion and Ambition when addressing attitudes and behaviours.
- Refer to the UN Convention on the Rights of the Child.
- Log all 'Red' behaviour incidents on the school's behaviour monitoring system (CPOMs) so that behaviour trends and issues can be analysed and appropriate action taken.
- Inform parents/carers throughout the different stages of any actions taken towards their child's behaviour.
- Use Least Invasive Methods (TLAC) to correct off-task behaviours and regain attentiveness and compliance.
- Use the strategy of private, rather than public, reprimands will be used. It is less disruptive to the lesson and less likely to provoke an aggressive response.
- Use a clear and firm voice in a neutral tone.

Managing Behaviour Through Rewards

Praise

- Specific praise is awarded by adults for behaviour, attitude and effort.

Weekly Rewards

- Learning Power Certificates are distributed in Friday Celebration assembly
- To ensure fairness, all class teachers keep a check list of certificates awarded
- Post cards are awarded for displaying the school values
- Verbal comments to parents and/or phone calls home are made

Consequences of Unacceptable Behaviours

If pupils are displaying behaviours that are disrupting their own, and others' rights to an education or putting themselves or others at harm, (see appendix 3), the school implements a staged approach to manage behaviour and support children in realising the consequences of their behaviour. All unwanted behaviours will be addressed immediately by the member of staff at hand using the following guidance:

Early Years Foundation Stage

- If a pupil is not following the class rules, he or she will be given a verbal reminder of the expectations and it will be explained to the child what was inappropriate about their behaviour.
- If the behaviour persists, the child will be issued with a time out, either in their own classroom or another in the Early Years Foundation Stage.
- Following this, the incident will be talked through with an adult in order to reinforce what the child has learnt from the experience. Parents will be informed verbally by the teacher after school.

If a child receives 3 or more time-outs in a day, or 5 in 5 days, the Early Years Leader and/or Learning Mentor will arrange a meeting with the child's parents or carers and the child's class teachers to discuss strategies to help the child.

Pupils in Years 1 – 6

If a pupil is persistently displaying low-level behaviours that disrupt the lesson, *or don't follow the school values*, he or she will go through the behaviour card system. *The breaks in the school day offer a reset for the card system, all individuals will return to Green for the start of the next period of learning.*

- A verbal reminder which includes the language of choice and points out to the child the consequences of continuing the behaviour.
- If the behaviour continues, the child, or adult will move his or her card to amber with a specific reminder relating to the Respect Charter (e.g. "Fred, you are continuing to not respect the school environment after your first reminder, so you must move/ I am moving your card to amber."). Whether it is the child or the adult who moves the cards is up to the adults' discretion.
- If the behaviour persists, the child moves to red and loses 15 minutes of their next playtime which will be spent standing in a time out area on the playground. Where possible, parents will be informed verbally by the class teacher after school; if this is not possible, the teacher will inform the parents by telephone.

In KS1, if a pupil receives three reds in a half-term, their parent will receive a phone call from the Behaviour Lead or a member of the Senior Leadership Team. If the pupil's behaviour persists and they continue to receive reds, the Senior Leaders and / or Learning Mentor will arrange a meeting with the child's parents or carers and the child's class teachers to discuss strategies to help the child.

In KS2, if a pupil receives three reds in a half-term, they are referred to the Behaviour Panel. The Behaviour Lead or a member of the Senior Leadership Team will phone or meet the parents to discuss the reasons why this happened. The Behaviour Panel will provide guidance about how the pupil can change their behaviour and set targets for the pupil on the behaviour chart.

Behaviour Panel

The behaviour panel consist of Year 5 and 6 student leaders who were selected on the merits of their application and portrayal of the school values.

The panel meets when required, to provide peer support and guidance to the student whose behaviour is falling short of expectations. The panel supports the child to identify three actions which are monitored on a behaviour report for a minimum of five days (starting the day after the panel meets).

The school operates a three colour report system; Green – teacher monitors behaviour, amber - behaviour lead monitors, red - SLT monitors behaviour of child. The monitoring will be a reflection of positive behaviour throughout the day and challenge areas for further improvement.

During this period, the pupil will no longer follow the behaviour card system.

Internal Suspension

If behaviour persists, (pupil receives another red in the same half term), this will result in a half day or full day Primary Internal suspension with a member of the Senior Leadership Team. The pupil will work in silence and complete appropriate work provided by the class teacher. In these instances, a member of the Senior Leadership Team will meet with the parents.

When a pupil returns to class after an internal suspension, it constitutes a fresh start, and he or she will be treated accordingly. Praise will be given at the first opportunity that the child displays acceptable behaviour.

If the behaviour of the pupil does not improve after working with the Pupil Behaviour Panel, and being internally suspended from their peers, the school reserves the right to explore other avenues to deal with the behaviour. The pupil may:

- Be referred to the Learning and Attendance mentor to carry out Zones of Regulation interventions
- Be referred to the Learning and Attendance mentor to carry out Talkabout interventions, relevant to the needs of the pupil
- Be referred to counselling
- Receive behaviour therapy

When the pupil is calm and has accepted responsibility for the behaviour, he/she will apologise for any hurt or upset caused. This will be acknowledged by the person(s) concerned and praise will be given at the first opportunity that the pupil displays acceptable behaviour.

Restorative Approach

Rationale

A restorative approach intends to resolve conflict and disturbance that occurs between people through a peaceful and fair process where all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of Respect, Ambition and Compassion. On occasions when these values are not being adhered, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

By using a restorative approach, pupils develop the skills to independently take responsibility for their behaviour and make more informed choices in the future. The approach encourages pupils to think about how their behaviour affects others, both pupils and staff.

If a pupil has misbehaved, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Script for reflecting on behaviour and moving on from the behaviour incident

- What happened?
- What were you thinking or feeling when it happened?
- How has this affected someone else's rights?
- What needs to happen now?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How can you make sure that this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Lunchtime Procedures

If a pupil is displaying unacceptable behaviours or not following the charters in the playground, he or she will be given a verbal reminder by the member of staff. This verbal reminder will remind the child that his/her behaviour is a choice, and what the consequences of continuing with the behaviour will be. If the unacceptable behaviour continues, he/she will:

- Have time out and miss the rest of their playtime or 15 minutes of their lunchtime. They will remain outside on the wall. (Years 1-2)
- Receive a lunchtime detention the following day for 25 minutes. (Years 3-6)

In the case of violent or aggressive behaviour, swearing or verbal aggression, children will be immediately removed from the playground and sanctions applied as above.

Personalised Approach to Pupils with Additional Needs and / or SEND

At WHGS, we recognise that at certain stages in a child or young person's school life they may struggle to access, or manage within, the typical provision offered by the school as a result of: Social, Emotional, and Mental Health Needs (SEMH) and/or Adverse Childhood Experiences (ACE). Social, emotional and mental health (SEMH) needs are a type of special educational need in which children or young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.

Some children will work on an Individual Behaviour Plan, which will be made up of small achievable targets so that they can then experience success. An achievable target, accompanied by an agreed motivating reward, can help them to break out of their negative pattern of behaviour.

The child will be issued with a chart with each day split into small sections, including lessons, playtimes, lunchtime and assembly. The child earns a smiley or straight face according to his or her

behaviour during that session. **This is to be given immediately the session has ended so that subsequent behaviour does not cloud the decision. The child is thus given instant feedback and/or reinforcement for the behaviour.** The child is told **at the end of every session** which type of face he or she has earned and why e.g. “You chose to behave in that way, so you have chosen a straight face etc.”

These children need small rewards to keep them going during the day e.g. after 2 or 3 consecutive smiley faces, they could earn something appropriate for that particular child. In addition, the child will agree with the teacher an achievable daily target e.g. 6 out of 8 smiley faces. If the target is achieved, then the child has earned the agreed reward. This cannot be lost. If it appears that straight faces are only occurring at certain times, e.g. lunchtimes, then a target may be agreed that a smiley face must be achieved for that session. It may also be necessary to make it a condition that the last session of the day must earn a smiley face.

If the child’s behaviour in the classroom is disrupting his or her own learning, or the learning of others, then the child will be removed to a different environment, or working with another adult in school, as appropriate for that child. Similarly, if a child’s behaviour at lunchtime is not appropriate, he or she will be removed from the playground and an appropriate sanction will be applied. Children who find the less-structured times of playtime and lunchtime more difficult to cope with will take part in a restorative and therapeutic programme through the school’s interventions for vulnerable pupils.

Records of actions taken to help individual children to improve their behaviour will be kept. Regular consultations with parents will take place, and planners will ensure that parents are fully informed about progress made. In these circumstances, parents will be expected to support the school’s strategies through regular meetings and communication and by reinforcing rewards at home in an appropriate way.

For persistent and serious offences that are breaches of the school's behaviour policy, the school reserves the right to explore all avenues, including fixed-term suspensions and alternative provision, to address patterns of behaviour that disrupt the learning and progress of other students.

The Power to Discipline Beyond the School Gate

The behaviour policy can extend to activities outside the school day and off the school premises when the pupil is:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school.

Prohibited Items and Searches

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object (see Appendix 4).

Use of Reasonable Force

The school will follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (www.gov.uk/government/publications/use-of-reasonable-force-in-schools).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, i.e. restrictive physical intervention has been used more than once with a particular child, it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Suspension and Exclusion

See the Whole School Exclusion Policy for all information on suspensions.

Interrelationship with other School Policies

In order for the Behaviour Policy to be effective, a clear relationship with other school policies has been established. These include the Special Educational Needs and Inclusion Policy. Reasonable adjustments may be used in accordance with the pupil's needs.

Policy Information and Review

Designated Lead Person/s	L Dalton, Head of School (Primary Phase)
Reviewed	Annually
Date of last review and by whom	July 2024, Rachel Ashworth (Director of PDPA)
Nominated Governor	Mrs J Andrews
Approved by Local Governing Body	
Next Review Date	July 2025



The Right to an Education

Education is a key social and cultural right and plays an important role in reducing poverty and child labour. Furthermore, education promotes democracy, peace, tolerance, development and economic growth. There are a number of articles in the [UN Convention on the Rights of the Child](#) that are relevant to the behaviour of children in school.

When addressing behaviours, the following UN Convention of the Rights of the Child (UNCRC) articles will be referred to:

- Article 2 – Non-discrimination
- Article 12 – Respect for children’s views
- Article 19 – Protection from violence
- Articles 28/29 – Right to an education/Aims of education



All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

Low-level Disruptive Behaviours

In order to help pupils to understand what constitutes disruptive behaviour, the following is a list of specific behaviours which are not acceptable because they disrupt the learning of other pupils:

- Shouting out answers
- Whispering or talking to another child when asked not to do so
- Pulling faces at another child
- Laughing inappropriately
- Saying 'What?' in a rude tone of voice to an adult
- Ignoring instructions or refusal to follow instructions eg. to stop the task, move to the carpet
- Tapping a ruler, pencil or other implement
- Making silly noises
- Rolling your eyes when asked by an adult to do something
- Making gestures at another child
- Getting out of your seat without permission
- Swinging on your chair
- Name-calling
- Passing notes
- Interfering with another child's work or property in any way
- Defacing school property in any way
- Chewing or eat in class
- Failure to speak with adults and peers with respect
- Lack of effort in the classroom
- Walking off from a member of staff
- Failure to behave sensibly around the school, such as pushing or horseplay

Unacceptable Behaviours in the playground

In order to help staff and pupils to understand what constitutes unacceptable behaviours during playtimes and lunchtimes, the following is a list of specific behaviours which are not acceptable because they hurt someone.

- Ignoring the instructions of any adult
- Continuing to play after the whistle has been blown
- Not lining up as instructed
- Name-calling
- Swearing
- Pushing and barging
- Kicking and hitting
- Snatching equipment that someone else is already playing with
- Interfering with other children's games
- Walking round in a gang
- Physical violence of any kind towards any member of staff or other children.

However, this list is not comprehensive and there may be other unacceptable behaviours which do not feature.

Prohibited Items and Searches

The law relating to searches:

Schools have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil may be carrying a dangerous or banned substance or object, e.g. a weapon or any other item which might pose a serious risk to the safety of that pupil and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's Behaviour and Discipline in Schools Guidance. This includes "any item banned by the school rules which has been identified in the rules as an item which may be searched for" ("Specific Banned Items").

Only the Headteacher or a member of school staff authorised by the Headteacher, can undertake the search of a pupil and there must be a witness (also a staff member). The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Headteacher or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a pupil's own person or of their possessions must be carried out with due consideration for the pupil's personal dignity, health and safety, the school's Safeguarding policy, United Learning staff-pupil relations guidance, and the school's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the school may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.

Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a pupil with such a suspected item could pose risks to others (or to that pupil). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities.

Searches with Consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of Articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006.

Disposal or Retention of Articles Confiscated from Students

The academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' in deciding what to do with confiscated items. (www.gov.uk/government/publications/searching-screening-and-confiscation)

Behaviour Update (Staff)

William Hulme's Grammar School (WHGS) is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors. WHGS will make reasonable adjustments to ensure the safety of staff, students and members of the public.