



Whinfield Primary School

Behaviour Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

- UNCR Article 28: All children have the right to an education.
Policy and practice in Whinfield Primary School respects children's dignity.

INTRODUCTION

At Whinfield Primary School we aim, through praise and positive encouragement, to enable every child to develop his/her full potential and grow into independent and responsible members of the community.

We believe that the attitudes and behaviour of the pupils is influenced by almost every aspect of the way in which the school is organised and how it relates to the community it serves. The character and identity of our school results from the management of these factors.

We also believe that:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- This policy is an integral part of both the safeguarding policy and the SEN policy and due regard is taken by all members of staff to all policies
- We seek to give every child a sense of personal responsibility for his/her own actions.

AIMS

- To contribute to the social, emotional and moral development of our pupils as members of our school and in preparation for their role as valued and responsible members of society.
- To maintain a school ethos that reflects the positive social and moral values of society.
- To maintain a safe and orderly environment in which adults and pupils may flourish.
- To contribute to the development of everyone's self-esteem and self-discipline.

OBJECTIVES

- To provide clear guidance to parents, staff and pupils regarding the standards of behaviour expected in school.
- To provide staff with a behaviour management programme which is fair, consistent and manageable and the responsibility of the whole school community.
- To recognise, reward and encourage positive models of behaviour.
- To share successes and issues with parents.

WHOLE SCHOOL ISSUES FOR THE MANAGEMENT OF BEHAVIOUR

It is essential the following are aware of the guidelines and routines in operation within the school:

- Teaching staff, including any supply staff
- Non-teaching staff
- Pupils
- Parents/Carers
- Governors

KEY ELEMENTS TO BEHAVIOUR MANAGEMENT

There are 3 key elements to our behaviour management procedures.

- Praise and rewards
- Sanctions
- Embedding four core learning values



Gem Values

September 2021 the school created the 4 GEM core values across the whole school. This approach is to be applied inside and outside of the classrooms. The pupils are fully aware of these expectations as they apply to all areas of the school. The Gem values will be displayed in every classroom and in both the KS1 and KS2 halls.

Children are reminded of these at the start of each new term. A class display will be used to display the key four Gem core values and this will also be displayed in the Key Stage 1 and Key Stage 2 halls.

Our School Behaviour Charter:

- We have a right to be safe and a responsibility to be gentle and honest.
- We have a right to a good education and a responsibility to work hard and look after property.
- We have a right to give our opinions and a responsibility to listen to others
- We have a right to rest and play and a responsibility to respect and include others.

This behaviour is encouraged in every area of school activity and pupils are helped to always recognise examples of good behaviour.



1) Rewards

The Gem Values:

There are four Gem values -

- (Yellow) Diamond - problem-solving
- (Red) Ruby - showing kindness to others and teamwork
- (Green) Emerald - resilience
- (Blue) Sapphire - concentration

The Gem behaviour reward system will be:

- Children will be taught about the GEM values.
- Dr. Tom Robson, the man behind the system, will visit all classes across the school to develop a full understanding with the children of the meaning behind each value.
- Children from Reception to Year 6 are each part of a team.
- Siblings will be in the same team.
- Each child will be given a coloured token for displaying any of the four Gem values across the school day which will be put in the Gem Team pot/container in the classroom.
- The aim is to get as many tokens as possible for the team and for the teacher to explain why they got the token e.g. you were kind to Johnny, or you showed resilience in Maths etc.

- All members of the winning team will receive a special Gem sticker on Marvellous Me and the Gem trophy showing that team's colour with ribbons will be displayed in the entrance area.
- Results for the following week start at zero again for each team.
- The team that wins the most 'blocks' across the term will receive a prize at the end of the term.
- Every Friday there will be a certificate given to a pupil (one per class every week).

Encouragement through positive feedback forms the basis of this policy. Each pupil is a valuable member of the school community and the building of positive self-esteem in all pupils is of paramount importance.

All adults in school will foster this positive approach and children will be rewarded by praise both verbally and by receiving their coloured tokens during the school day.

A visit to the Head Teacher is to be used for exceptional work or behaviour.

EYFS Gem Values Procedures:

Reception will begin introducing the same behaviour policy as the rest of the school from the beginning of the Spring term. Staff in Reception will use their discretion when using the behaviour policy.

By the Summer term, children in Reception will understand the behaviour policy and the expectations of behaviour in school.

The whole school follows the Gems behaviour approach.

Summary of rewards:

- **Weekly team winner** - trophy given for the week showing the ribbon colours. That team all get a Gem sticker.
- **Weekly individual certificate** - awarded to one child in each class - Gem certificate given.
- **Termly** - at the end of every term, the team that has won the most and gained the most blocks displayed in the KS1 and KS2 hall will get the big prize e.g. one afternoon doing a special activity.
- **Marvellous Me Gem badge** sent home for individual praise.
- **Weekly reading certificate.**



Strategies to maintain good behaviour:

- Consistent use of praise/sanctions by all adults in school.
- Consistent application of agreed school rules.
- Consistent practices e.g. Lunch time rotations etc.

All classrooms will have a:

GEM display

Rights Respecting Articles displayed

Class Charter

Mental Health Checklist

In September 2016 **Marvellous Me** was introduced to Whinfield Primary School. This is an App which encourages and praises good work and behaviour which can then be shared with parents daily. It engages parents/carers as staff can inform them about their children's learning and positive behaviour. All staff can identify an individual child and send a Marvellous Me badge home linked to the token(s) they receive each day.

Sometimes, however, individual behaviour will mean that a rewards cannot be presented to a child. We therefore have developed a sanction.

2)Sanctions

Sanctions are imposed for unacceptable behaviour.

Unacceptable behaviour may be defined as:

- Rudeness
- Discriminatory, verbal and physical abuse
- Homophobic language
- Disruption
- Vandalism
- Bullying
- Aggression
- Stealing
- Unacceptable personal standards of work
- Failure to adhere to the school rules

Sanctions for unacceptable behaviour:

A child is displaying a behaviour that is disturbing their learning or the learning of others or is effecting the wellbeing of others either in the classroom or outside. The child will then be given "**1st chance**". The child is reminded to change their behaviour. If the behaviour continues or another negative behaviour begins they receive a "**last chance**". Again the staff member will talk to the child and encourage a change in behaviour. If the negative behaviours continue the child will receive "**consequence**".

A child will immediately go to consequence if they display any of the following:

- Physical/fighting
- Homophobic
- Racial
- Bullying

At the consequence stage the procedures are as follows...

- Child loses GEM for their team.
- Phone call home
- Miss a playtime
- Recorded on CPOMS
- Behaviour sheet to fill in by the teachers- shared area

Other sanctions:

- Parents invited into school for meeting.
- Ultimately - fixed term exclusion.

Should a pattern of behaviour arise the school will:

- 1) Have close contact with the parents/carers.
- 2) Involve Educational Psychology Service/Vulnerable Pupil Panel.
- 3) Formulate a PSP in conjunction with parents/carers and other appropriate agencies.
- 4) Compile a risk assessment.
- 5) Discuss the implementation of a Parenting Contract with the Parent where school and the Parent agree targets and terms. This will be agreed with Governors and reviewed regularly.
- 6) Fixed term exclusion - for exclusions of up to 5 days' work will be set and marked by the school daily. For exclusions for 6 consecutive days or longer the school will provide suitable full-time education through liaison with the LA.
- 7) Ultimately permanent exclusion.

At each point LA guidance and advice will be followed.

Procedures following a permanent exclusion:

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the LA is statutorily responsible for ensuring that suitable full-time education is provided.

Before and After School clubs:

The children who attend the before and after school clubs will follow the same procedure. If the child gets to the **consequence** stage of the procedure Paula Porter will inform a member of the management team and record the information on the KS1 or KS2 monitoring grids.

In the event of unacceptable behaviour, then school reserves the right to ask parents/carers to remove the child from attending the club.

Behaviour outside of school:

This policy applies to pupils who are part of an educational visit or any school related activity, when travelling to and from school or where a pupil poses a threat to another pupil or member of the public. Behaviour of pupils outside of school where the school can be associated with that behaviour eg. pupil wearing school uniform, and where the school's name can be brought into disrepute.

Power to search:

The head teacher will use the power to search pupils if she believes any of the following are in that pupil's possession:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

This will be conducted in a private place with two staff members present and be the same sex as the pupil.

Prohibited items found because of the search will be dealt with as per the legislation.

The head teacher also reserves the right to search bags and trays belonging to pupils without their consent in the likelihood of the above list.

Power to use reasonable force:

In extreme circumstances where a pupil is endangering himself or others, to prevent pupils committing an offence or damaging property or a refusal to comply means he/she is disrupting the learning of others, trained staff may use Team Teach. Only staff authorised by the Head Teacher may use restrictive interventions/reasonable force and parents/carers will be informed immediately after the event. All incidents involving restrictive interventions will be documented and reported to the Head Teacher.

If a pupil's behaviour surpasses the level of acceptability i.e. an incident occurs of a very serious nature, then permanent exclusion will be considered immediately with the support of the Governing Body.

Sexting Policy:

The term 'sexting' relates to the sending of indecent images, videos and/or written messages with sexually explicit content; these are created and sent electronically. They are often 'shared' via social networking sites and instant messaging services.

Sexting disclosures should follow the normal safeguarding practices and protocols. A child is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event.

Staff have the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images, conversations or extreme pornography. When searching a mobile device, the following conditions should apply:

- The action is in accordance with the school's child protection and safeguarding policies
- The search is conducted by the head teacher, or a person authorised by them
- A member of the safeguarding team is present
- The search is conducted by a member of the same sex

Staff will:

Never-

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another

Always-

- Inform the school Designated Safeguarding Lead (DSL)
- Record the incident
- Act in accordance with school safeguarding and child protection policies and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device.

Peer on peer abuse (child on child):

All staff are aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. Staff can recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer on peer abuse they will speak to the designated safeguarding lead (or deputy).

Staff will challenge inappropriate behaviours between peers and will not downplay certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys."

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

All staff will report any behaviour of this kind immediately to the Designated lead.

Sexual violence and sexual harassment between children in school:

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that

they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff will:

- challenge inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and,
- challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts.

Staff will challenge any kind of sexual violence and harassment and report it immediately to the Designated Safeguarding lead.

Expectations of the pupils:

Good behaviour is always the expectation from all pupils. To achieve this, pupils will be encouraged to:

- Understand and respect other people and their points of view.
- Understand differences and accept them.
- Be polite.
- Be considerate.
- Be supportive to each other.
- Be patient and take turns.
- Do as they are asked immediately.
- Understand accountability.
- Understand that behaviour outside of school reflects on the school and that in certain cases sanctions will apply for bad behaviour outside of school eg. when on an educational visit.

Expectations of the staff:

Staff must create an atmosphere of security, understanding and mutual respect. A well prepared, stimulating classroom with clear planning and Learning Objectives, shared with the pupils to include appropriately differentiated tasks generates good behaviour. All staff will be good role models from whom our pupils will learn respect and grow in self-esteem.

The staff will:

- start each day/session with a 'clean slate'.
- be there to greet class as they enter every day.
- be well prepared for all lessons.
- provide positive and constructive feedback.
- set clear expectations of classroom routines and standards of tidiness.
- value pupils' contributions both orally and written.
- be consistent.
- speak appropriately.
- praise achievements for all pupils.
- develop positive relationships with all pupils.
- be perceptive and defuse difficult situations.

- use humour.
- follow school procedures.
- share their difficulties with the peers/SENCO/SLT for support.

Expectations of staff:

- To make clear our expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model
- To develop a class charter with children so that children are very clear about how they are expected to behave
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform parents when necessary
- To complete the KS1 or KS2 monitoring grids when a child gets to the 2nd step.
- To recognise that each child is an individual and to be aware of his/her needs
- To offer a framework for social education.

As Behaviour co-ordinator Clare Hall will monitor behaviour throughout the school each week and track causes and concerns. The results will then inform the planning of activities to address patterns/diffuse causes/identify key times or trigger points.

This policy is to be used alongside the school's Anti-Bullying Policy to support it.

September 2021