

# Stubbins Primary School

## Policy for Behaviour 2022-23



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community.

**We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

At Stubbins Primary School we believe that the maintenance of good behaviour is essential to a well-run environment, where learning and pupil wellbeing are the main focus of the school. Good behaviour lies at the heart of the school and this is based on mutual respect for the needs of pupils, staff and the care of our environment.

Our behaviour policy is designed to encourage all pupils in our care to have a mutual respect for each other and for adults and to give due consideration to the views and opinions of others. Pupils are encouraged to listen, to know the difference between right and wrong, to be well mannered and courteous, to promote self-control, high self-esteem, self-worth, self-confidence, independence and the ability to accept responsibility for their own actions. It is expected that pupils will have respect for other people's property and will learn to work conscientiously, whilst retaining a positive attitude towards their school environment. We expect our children to be tolerant of one another and respect the right of all to hold different views and beliefs. The governing body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour.

### Standards

At Stubbins we encourage and expect high standards of behaviour. Accordingly, about the school, and in each classroom, a code of conduct is displayed, setting out in a simplified, formal and positive format, the standards we expect from all our pupils. The school's '**Five Stage Approach**' is clearly communicated with pupils, staff, parents and governors.

### Aims

1. To develop, in our pupils, a sense of self-discipline and an acceptance of responsibility for their own actions.
2. To develop a positive learning environment, in which pupils are encouraged to develop as positive, well behaved individuals.
3. To actively promote an acceptance of those with perceived differences, disabilities and protected characteristics including LGBTQ+, to encourage pupils to view every member of our community as having individual needs.
4. A safe and secure environment.

## **Rights and Values of staff and children**

1. To be fairly treated
2. To have respect
3. To be safe
4. To be heard
5. To be able to learn and teach without unnecessary interruption

## **School Ethos**

To achieve our aims staff and pupils at Stubbins work to an agreed set of standards. We wish to create an ethos that celebrates and reinforces achievement of those standards and which identifies the consequences of failure to work towards them. This policy will attempt to balance the rewards and consequences and create conditions in the school in which effective teaching and learning can take place, in an atmosphere of mutual respect.

These considerations emanate directly from the mission of the school and provide a broad framework out of which guiding principles are drawn so that staff can guide their practice where specific procedures do not exist. **The following principles are generated from policies that already exist in school and link specifically to this policy:**

(Health and Safety, Child protection/safeguarding policy, attendance policy, teaching and learning policy, home school agreement, single equalities policy and anti-bullying policy).

- All pupils are required to accept responsibilities and develop qualities of initiative and persistence.
- We encourage critical self-evaluation and self-awareness through identification of strengths and weaknesses and to appreciate and evaluate the behaviour they admire in others.
- Opportunities for success are available for all pupils through systematic encouragement and the recording and acknowledgement of a variety of achievements thus developing a sense of pride in all they do leading to enhanced motivation through increased self-esteem.
- Pupils are expected to show respect for the differences in others and their rights, leading to tolerance and respect for others and their feelings.
- Pupils are expected to promote, through example, honesty and courtesy.
- We stress the importance of working co-operatively, sharing equipment, space, ideas and skills.
- All pupils should recognise the need for an accepted social behaviour, knowing what is considered right or wrong, and being encouraged to set personal standards of behaviour and self-discipline.
- All pupils are of equal value and to be treated equally, regardless of gender, ethnicity and disability.
- We instil in the pupils the values of care and respect for the environment and the school buildings and the materials within it.
- Attitudes are to be developed that reflect independence of thought on social and moral issues.
- A sense of fair play is promoted, including the processes of the law and the rights of others.
- We aim to lead pupils to value democracy and its associated duties, responsibilities and rights.

In order for high standards of behaviour, a consistent approach from all staff is expected towards all children at all times. A clear code of conduct is agreed and supported by a clearly communicated rules, rewards and consequences. The 5 stage approach is understood by all stakeholders.

## **School Expectations (Rules)**

At school we must work towards standards of behaviour based on the basic principles of respect, tolerance and forgiveness. It follows that accepted standards of behaviour are those that reflect these principles.

General school expectations have been created through consultation with the children and are discussed and displayed in classrooms and around school. They are as follows:

- **Always treat others as you would like to be treated.**
- **Be polite and well-mannered to everyone.**
- **Always try your best.**
- **Keep our school safe and tidy and treat everyone and everything with respect.**
- **Always walk quietly in school.**

## **The role of school leaders**

The senior leadership team will routinely engage with pupils, parents, staff and governors to ensure high standards on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Head teacher and SLT will ensure all staff understand the behavioural expectations and the importance of maintaining them. This will also include a clear induction process so all new staff are aware of the behaviour culture in school, to ensure they understand the rules and routines.

At Stubbins Primary School senior leaders will also consider any appropriate training which is required for staff to meet their duties within the behaviour policy.

The senior leadership team will also ensure that staff have adequate training on matters such as special educational needs, disabilities or mental health needs and how these may impact a pupil's behaviour.

## **The role of teachers and staff**

All staff, visitors and volunteers have an important role in developing a calm and safe environment for pupils at Stubbins Primary School; establishing clear boundaries of acceptable pupil behaviour. Staff will uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships.

All staff will communicate the school expectations, routines, values and rules as outlined in this behaviour policy, through teaching good behaviours and in every interaction with pupils. Staff will also adhere to the Stubbins Primary School staff code of conduct policy, to model and demonstrate how they uphold the school rules and expectations.

Classroom management and teaching strategies have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good, positive behaviour, arrangements of furniture, access to resources and

classroom displays all have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a safe, welcoming environment.

Teaching methods should engage the children and encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Identification and consequences of unacceptable behaviour should be clear and appropriate for the situation, age and understanding of the child. Children will not be withdrawn from the class as a consequence unless it is at Stage 4 on the 'Five Stage Behaviour Approach' and has been agreed by a member of the SLT.

### **The role of pupils**

At Stubbins Primary School pupils will learn in a calm, safe, supportive environment where they are treated with dignity. Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and consequences process – **The Five Stage Behaviour Approach**.

All pupils are expected to follow the school behaviour policy and uphold the school rules, and contribute positively to the culture of Stubbins Primary School. Pupils will also be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This will be via a range of approaches including pupil interviews, school council and questionnaires. This will aid Stubbins Primary School to evaluate, implement and improve the school behaviour policy.

### **The role of parents**

The role of parents is crucial in helping Stubbins Primary School develop and maintain good behaviour. Parents are expected to familiarise themselves with the school behaviour policy and, where possible, take part in the life of the school and its culture. At Stubbins Primary School there is an expectation parents will reinforce the school's behaviour policy at home. Where a parent has a concern regarding the management of behaviour, this should be raised firstly with the class teacher, then if necessary, with the Assistant Head teachers and/or the Head teacher, while continuing to work in partnership with the school.

Stubbins Primary School will regularly reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupil's successes. Where appropriate, parents may be included in any pastoral support work including attending reviews of specific behaviour interventions in place.

### **Pupils with SEND**

Stubbins Primary School will consistently and fairly promote high standards of behaviour for pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

When a pupil at Stubbins Primary School is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.

For pupils with identified behaviour needs work may be differentiated and/or support provided. This will be through the use of a school support plan which is monitored and reviewed regularly by the appropriate staff. Where appropriate, school will work with a range of external agencies to support all pupils to achieve the highest standards of behaviour.

Where a pupil has an Education, Health and Care plan, the provisions set out in the plan will be secured and Stubbins Primary School will co-operate with the local authority and other bodies.

Stubbins will also ensure they are adhering to the Equality Act 2010 and the Children's Act 2014. As a school, to meet these duties, we will ensure as far as is possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of this are listed below (but are not limited to):

- Short, planned movement breaks for a pupil with SEND
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for pupils with sensory issues or medical needs
- Providing training for staff in understanding conditions such as autism

Any preventative measures will always take into account the specific circumstances and requirements of the pupil concerned.

### **Responding to behaviour**

At Stubbins Primary School positive behaviour will be encouraged by all staff and reinforced so that it keeps everyone safe, reflects the ethos and values of the school and prepares pupils to engage in their learning. On occasions where a pupil's behaviour is unacceptable, pupils understand that there are consequences for such behaviour. This will include the use of reasonable and proportionate consequences.

### **Stubbins Primary School Positive Rewards System**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued and encouraged. Pupils who consistently demonstrate good behaviour and effort set by the school are rewarded. The most common reward is praise, informal and formal, public and private, to individuals and groups of children.

Rewards that are used at Stubbins Primary School include:

- Verbal and written praise
- Communicating praise to parents
- Certificates, prizes and celebration assemblies
- Stickers
- Team points
- Class dojo points
- Sporting achievements and effort
- Head teacher awards
- Positions of responsibility e.g. School Council

Our celebrations assemblies use 'Star of the week' to reward good behaviour, effort and attitude to learning. Our 'Golden book' award is also part of our celebration assembly for celebrating and acknowledging excellent effort in learning.

## **Consequences**

Although rewards are central to the encouragement of good behaviour, there are consequences for unacceptable behaviour and to protect the security and safety of the school community.

- It must be clear why the consequence is being applied.
- It must be made clear what changes in behaviour are required to ensure this behaviour is not repeated.
- Class punishments are avoided, unless necessary.
- It is the behaviour rather than the person that is punished.

Consequences are stated in our '**Five Stage Approach**'.

Parents are routinely informed of any instances of serious poor behaviour. All incidents of unacceptable behaviour are logged on CPOMS to monitor trends and to create a chronology of incidents.

All consequences used in our policy take into account legislation regarding disability, SEND, race and other equalities.

At Stubbins Primary School homophobic, biphobic and transphobic bullying and language will not be tolerated and will be dealt with seriously and appropriately in accordance with this behaviour policy. The Head teacher extends the power to discipline pupils to some adult volunteers who have been properly briefed and where a child may put their own safety and that of others at risk on a school trip.

Where anti-social, disruptive or aggressive behaviour is frequent, consequences alone may be ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures take place to eliminate these as contributory factors.

We also consider whether the child may be subject to suffering emotional or physical harm, in which case Stubbins Child Protection and Safeguarding policy is consulted and discussions with the DSL or back up DSL's should be arranged. If the behaviour is due to a child's unmet needs a multi-agency assessment will be considered.

Additional specialist help and advice from the educational psychologists or Pupil Access Team may also be necessary.

The law allows staff to consequence pupils whose conduct falls below the standard outlined throughout this behaviour policy. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, staff can apply a consequence to a pupil in accordance with Stubbins 5 Stage Approach.

Staff can issue consequences any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies when a pupil's misbehaviour occurs outside of school – please refer to the section 'Behaviour outside of school premises'.

## **Supporting pupils following a consequence**

Following a consequence, various strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations at Stubbins Primary School. These may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions and how they can do better in the future. They will also be reminded what will happen if their behaviour fails to improve, with refer to the 5 Stage Approach.
- A phone call or meeting with parents, and the Head teacher for looked after children.
- Inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the children in school.
- Inquiries into circumstances outside of school, including at home, conducted by the DSL or back-up DSL's.
- Consideration about whether the support for behaviour management being provided remains appropriate.

Designated staff will be appropriately trained to deliver these interventions. These interventions may often be part of a wider approach that involves the wellbeing and mental health of the pupil.

## **Reflection time**

Reflection is one of the consequences we use in school. We only use reflection times at playtimes and lunchtimes when stages 2 and above have been reached.

Parental consent is not required and all staff are expected to act reasonably in allowing the pupil to eat, drink and use the toilet.

## **Behaviour at playtimes and lunchtime**

School also expects high standards of behaviour in the playground. Staff, including support staff and welfare staff, also follow the agreed procedures. Staff on duty at play times will respond to any low level incidents. Once the bell has sounded for the end of playtime and lunch, teaching and TA staff go out and bring classes inside. Staff have a responsibility to respond to incidents that they see and to offer support to lunchtime staff when necessary.

Low level incidents are dealt with immediately by the welfare staff on the yard or in the classroom. Children will be spoken to positively and encouraged to reflect on their behaviour. Children who continue to misbehave will be given 5 minutes to reflect, before returning to play. Any serious incident should be referred directly to the SLT. The welfare staff should pass on any concerns to the class teacher. **The 5 Staged Approach applies to lunchtimes too.**

There are equipment, playground leaders, zones for activities, benches and quiet areas provided for all children. Lunchtime staff will receive training in organising games and utilising the playground markings. Buddies are also in place. These children help our younger children on the playgrounds by encouraging friendships, listening and support.

## **The use of reasonable force**

At Stubbins Primary School there are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain.

Head teachers and staff need to ensure they are aware of the guidance below:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

**'Reasonable' in these circumstances means 'using no more force than is needed.'**

At Stubbins Primary School staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline at the school or among pupils.

The Headteacher or trained staff in school may also use force, as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, SEND, mental health needs or medical conditions. In addition, the following also applies:

- Teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.
- We make reasonable adjustments for disabled pupils and pupils with special educational needs (SEND).
- Schools do not require parental consent to use reasonable force on a pupil.

## **Searching, screening and confiscation**

Headteachers and staff are required to be aware of the following guidance.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

At Stubbins Primary School staff can confiscate, retain or dispose of a pupil's property as a disciplinary consequence. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided staff act lawfully. Staff will always consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## **Items not allowed in school**

This is not an exhaustive list. Any items that are potentially harmful to any member of the school community are not to be brought into school. If there are any doubts about any items pupils, parents and carers can check with the Head teacher.

- Chewing gum
- Fizzy drinks and high energy drinks
- Glass bottles and perfume bottles
- Mobile phones (unless in Yr5/6 and walking home independently consent given)
- Jewellery except for a watch and one pair of plain stud earrings worn in the earlobes
- Aerosol cans including deodorant
- Knives
- Guns
- Correction fluid
- Unnecessary money
- Expensive items
- Cigarettes, matches and lighters
- E-cigs and vapes
- Any items that are illegal to possess or carry, or inappropriate for the age of the pupil or the school environment

## **Removal from classrooms**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited amount of time out of the classroom at the instruction of a member of staff. **This should be no longer than the length of one lesson or timetabled subject.**

Where a pupil is removed from class, the location in most circumstance will be the pupil's year group resource area which has tables and chairs already available.

Removal is different from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

The use of removal should allow for continuation of the pupil's education in a supervised setting and should still be meaningful for the pupil.

At Stubbins Primary School removal from the classroom is considered a serious consequence. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will also be informed on the same day, if their child has been removed from the classroom.

As with all disciplinary measures, Stubbins will consider whether the consequence is proportionate and also consider whether there are any special considerations that need to be taken into account.

Removal will be used for the following reasons:

- To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- To allow the pupils to regain calmness in a safe place.

**Removal is separate from the use of safe spaces for non-disciplinary reasons. For example, where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response.**

### **Governance of removal**

The Head teacher and SLT will maintain strategic oversight of the school's arrangements for any removals, in accordance with this behaviour policy.

Stubbins Primary School will also collect, monitor and analyse removal data internally, in order to interrogate repeat patterns and whether the use of removal is effective. The data will also be used to consider whether frequently removed pupils may benefit from additional or alternative approaches. This may include a pastoral review or investigation by the SENDCo.

Stubbins will also analyse the collected data to identify whether there are patterns related to pupils sharing any of the protected characteristics and that the use of removal is not having a disproportionate effect on these pupils.

As a school when we are dealing with individual removal cases, we will:

- Consider whether any assessment of underlying factors of disruptive behaviour is needed.
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
- Ensure pupils are never locked in a room. There may be exceptional circumstances in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary consequence.
- Ensure the Children and Family Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with.
- If a pupil has a social worker, including if they have a Child In Need plan, a Child Protection plan or are looked after, Stubbins Primary School will notify their social worker. If a pupil is looked after, as a school we will also ensure their Personal Education Plan (PEP) is appropriately reviewed and amended. Stubbins Primary School will also notify their Virtual School Head.
- At Stubbins Primary School all staff understand the school behaviour policy and are suitably trained in this and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

## **Suspensions and permanent exclusion**

At Stubbins Primary School all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

<https://www.gov.uk/government/publications/school-exclusion>

The Head teacher decides whether to suspend a pupil for a fixed term or to permanently exclude, in line with the school's behaviour policy. The Head teacher can use suspensions and permanent exclusions in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions. They will take into account all the circumstances, the evidence available and the need to balance the interests of the pupil against that of the whole school community.

The circumstances that may warrant a suspension or permanent exclusion to occur may include some of the following examples, however this list is not exhaustive:

- **Physical assault against a pupil**
- **Physical assault against an adult**
- **Verbal abuse or threatening behaviour against a pupil**
- **Verbal abuse or threatening behaviour against an adult**
- **Use, or threat of an offensive weapon or prohibited item that has been prohibited by the school behaviour policy**
- **Bullying**
- **Racist abuse**
- **Abuse against sexual orientation or gender reassignment**
- **Abuse relating to a disability**

Parents have the right to make representations to the Governing Body (or discipline committee) about an exclusion and the Governing Body must review an exclusion decision in certain circumstances which includes all permanent exclusions. Where a Governing Body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the 6<sup>th</sup> school day of any fixed period exclusion of more than 5 consecutive school days. Local authorities are under a duty to provide suitable full-time education from the 6<sup>th</sup> school day of a permanent exclusion.

## **Managed moves**

Managed moves are only used when it is in the pupil's best interests. A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to off-site direction will be used (as described in paragraphs 33 and 42 of the Suspension and Permanent Exclusion guidance).

## **Behaviour outside of the school premises**

Stubbins Primary School have the statutory power to discipline pupils for misbehaving outside the school premises including their online conduct. This also includes the Head teacher having the power to exclude a pupil for unacceptable behaviour that has occurred off-site.

Stubbins will not accept any bad behaviour that occurs anywhere off the school premises, including online, and is witnessed by a staff member or reported to the school and consequences will apply as detailed in the five staged approach. The types of behaviours and when they occur covered by this behaviour policy include:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Inappropriate use of online activity/social media (refer to Online Safety Policy and AUP)
- In some other way identifiable as a pupil at the school
- Behaviour that poses a threat to another pupil
- Has repercussions for the orderly running of the school
- Behaviour and actions that could adversely affect the reputation of the school

The decision to consequence a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff.

## **Preventing recurrence of misbehaviour**

### **Initial intervention following behavioural incidents**

Stubbins Primary School will adopt a range of intervention strategies to help all pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet these expectations. Some pupils will need more support than others and this should be provided as proactively as possible. This may require support being offered outside of the classroom, in small groups or one-to-one activities.

At Stubbins Primary School staff use the CPOMS electronic system to SLT are aware of any pupil persistently misbehaving, whose behaviour is not improving following low level consequences, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions used at Stubbins Primary School include:

- Frequent and open engagement with parents and carers
- Providing small group work and one-to-one nurture sessions as necessary
- Short term behaviour report cards
- Outreach support from the Aspire Hub
- Pupil Support Units
- Rossendale Inclusion Hub support
- Engagement with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether the appropriate provision is in place to support any SEND 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 (EHCP), early contact with the local authority about the behaviour issues will be made and an emergency review of the plan may be required.

Where a pupil's behaviour is a serious concern, Stubbins Primary 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. This will be carried out in accordance with the guidance:

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2?msclkid=b305dd98cfa211ec8944c1b8c898d7d9>

## **Reintegration**

At Stubbins Primary School, we have clear strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This will include the following:

- A reintegration meeting between the school, pupil, parents and where relevant, other agencies.

Stubbins Primary School will consider what support is needed to help the pupil return to mainstream education and to meet the expected standards of behaviour.

## **Specific Behaviour Issues**

### **Child-on-child abuse**

Any form of child-on-child abuse at Stubbins Primary School will be dealt with in accordance with the school's behaviour policy.

Any form of inappropriate behaviour between children will be challenged by staff, many of which are listed below, that are abusive in nature. At Stubbins Primary School behaviours will not be downplayed, for example dismissing sexual harassment as 'just banter', 'part of growing up', 'having a laugh' as this can lead to a school culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios abuse leading to children accepting it is as normal and not coming forward to report it.

**Child-on-child abuse is most likely to include, but is not limited to:**

- **Bullying (including cyber-bullying, prejudice-based and discriminatory bullying).**
- **Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').**
- **Physical abuse such as kicking, hitting, shaking, biting, hair pulling, or otherwise causing physical harm. This may also include an online element which facilitates, threatens and/or encourages violence.**
- **Sexual violence.**
- **Sexual harassment including sexual comments, remarks and jokes; including online sexual harassment.**

- **Causing someone to engage in sexual activity without consent.**
- **Upskirting, which typically involves taking a picture under a person's clothing without their consent.**
- **Initiation and/or hazing type violence and rituals**

### **Child-on-child sexual violence and sexual harassment**

Following any report of child-on-child sexual violence or sexual harassment offline or online, Stubbins Primary School will follow the general safeguarding principles set out in 'Keeping Children Safe in Education 2022.'

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**The Designated Safeguarding Lead (DSL) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case by case basis.**

At Stubbins Primary School, we are clear in every aspect that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will have consequences. It is made clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

At Stubbins Primary School sexually abusive language will never be normalised or behaviour treated as 'banter'. High standards of conduct are expected at all times by all staff and pupils. There is a clear expectation that everybody demonstrates and models manners, courtesy and dignified/respectful relationships.

Further investigations by the police and/or children's social care may take place. As a school we will respond assertively to sexually inappropriate behaviour as this is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Stubbins will also refer to Part 5 of KCSIE for links and guidance for external support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Stubbins Primary School will also reassure all victims that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated as equally serious. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should they be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, Stubbins will consider whether any disciplinary action is appropriate for the individual who made it, in accordance with the school behaviour policy. As with all safeguarding matters this will be referred to the Designated Safeguarding Lead and referrals for support made as necessary.

## **Behaviour incidents online**

At Stubbins Primary School we believe the way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling an unsafe place.

As a school we are very clear that the expectations for behaviour online and offline are of the same high standards. Everybody should be treated with respect, dignity and kindness.

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. This will include following Stubbins Primary School Child Protection/Safeguarding policy and speaking to the DSL or Back-Up DSLs when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour this will be followed as outlined in the 'Suspected criminal behaviour' section.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the DSL or Back-up DSL's to advise on the school's response. The following guidance will also be used to assist the school's response:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people#sec2>

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online can affect the school culture. At Stubbins Primary School, in accordance with this policy we will consequence pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the Stubbins Primary School, or if the behaviour could adversely affect the reputation of the school.

## **Mobile phones**

Pupils in Year 5 and 6 who have parental permission to walk home or to school may require a mobile phone. This must be switched off and handed into the class teacher at 8:55am and collected at 3:15pm each day. Pupils must not keep the phone with them during the school day. Please be aware Stubbins Primary School will accept no liability for damage or loss of pupils mobile phones.

If a pupil is found to have brought a mobile phone to school without prior permission this will be confiscated and parents will be asked to collect the mobile phone from the school office. Staff will follow the actions/consequences of the behaviour policy for bringing a prohibited item into school, without prior permission.

## **Suspected criminal behaviour**

In cases when a member of staff or headteacher suspects criminal behaviour, Stubbins will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

All initial investigations should be fully documented, and every effort will be made to preserve any relevant evidence. Once a decision is made to report the incident to the police, Stubbins Primary School will ensure any further action they take does not interfere with any police action taken. However, school does have the discretion to continue investigations and enforce our own school behaviour policy consequences, so long as it does not conflict with police action.

When Stubbins Primary School make a report to the police, it may also be necessary to make a report to the local children's social care. As set out in Keeping Children Safe in Education September 2022, it would be expected in most cases that the DSL or Back up DSL will take the lead.

## **Five Staged Approach**

At Stubbins Primary School, we have identified a five-staged approach to managing behaviour so that all are clear on what consequences are available and appropriate to the increasing serious nature of incidents.

# **Stubbins Primary School Five Stage Approach to Managing Behaviour**

## **Stage 1**

Low level inappropriate behaviour  
Isolated occurrences

**Class teacher/TA addresses this:**

### **Examples:**

Name calling  
Running  
Shouting  
Pushing  
Discourtesy  
Minor damage  
Minor disruption  
Over aggressive

### **Actions/Consequences:**

Verbal reminder/warning  
A look/quiet word  
Time out within class

## **Stage 2**

Low level inappropriate behaviour  
Frequent occurrences

**Refer to Key Stage Leader (AHTs):**

### **Examples:**

Name calling Running  
Shouting Pushing  
Discourtesy Minor  
damage Minor  
disruption Over  
aggressive

### **Actions/Consequences:**

CPOMs record  
Discuss with child why this is happening/  
right choice  
Liaise with previous teacher  
Move the child Miss  
playtime  
Reflection time-playtime  
Inform parent's low level

## **Stage 3**

Serious inappropriate behaviour  
Isolated occurrences  
Use knowledge of the child

**Refer to SLT :**

### **Examples:**

Pre-meditated theft  
Serious aggression  
Serious verbal abuse  
Rude gestures  
Racial incidents  
Destructiveness  
Inappropriate use of social media and online  
activity  
Using a phone in school  
Use of homophobic, biphobic and transphobic  
language  
Physical/verbal abuse related to protected  
characteristics  
Child-on-child abuse

### **Actions/Consequences:**

CPOMS record  
Miss playtimes -  
reflections  
Withdraw  
privileges  
Parents informed  
Confiscate phone for the day

## **Stage 4**

Serious inappropriate behaviour  
Frequent occurrences

**Refer to SLT and Head teacher;**

### **Examples:**

Pre-meditated theft  
Serious aggression  
Serious verbal abuse  
Rude gestures  
Racial incidents  
Destructiveness  
Repeated inappropriate use of social media and  
online activity  
All forms of bullying including the -use of  
homophobic, biphobic and transphobic language  
Physical/verbal abuse related to protected  
characteristics  
Child-on-child abuse

### **Actions/Consequences:**

CPOMS record  
Miss playtimes  
Withdraw privileges  
Racist report  
Parents meeting  
Bullying log  
Reflection– lunch/play time  
Internal exclusion  
Behaviour support plan  
Pastoral plan  
Outreach support from Alternative provision  
Suspension

## **Stage 5**

Very Serious inappropriate behaviour  
**Refer to Head teacher:**

### **Examples:**

Pre-meditated theft  
Violent physical assault  
Serious and willful  
vandalism  
Misuse of drugs  
Sexual assault  
Persistent misuse of social media  
Sexual abuse and sexual harassment  
Criminal behaviour

### **Actions/Consequences:**

All of stage 4  
Parents meeting  
Possible suspension or permanent exclusion  
Police/CSC/PREVENT intervention

## **Support**

- **SENDCO**
- **Nurture provision**
- **Alternative Provision Outreach**
- **Behaviour Plan**
- **ABC**
- **Reward chart**
- **Early Help Assessment/TAF meetings**
- **Home/School communication book**

## **Communication and Parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. On occasions a home-school diary may be an appropriate method of communicating with parents. This should be agreed with parents and should be a two-way process. Speaking to parents is always the preferred method of communication and should be used in the first instance whenever possible.

## **Monitoring and evaluating school behaviour**

Stubbins Primary School has strong and effective systems for data capture including the use of SIMS, Inentry and CPOMs. This data is monitored and analysed regularly by skilled staff as part of the school's monitoring and evaluation cycle. This assists with the reporting on behaviour culture clearly and accurately.

Stubbins will capture data from the following sources:

- Behaviour incident data, including on removal from the classroom via CPOMS.
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

At Stubbins Primary School data collected will be analysed objectively and from multiple perspectives:

- School level
- Group level
- Individual staff and pupil level

Analysing data by protected characteristics and using the findings to inform policy and practice will ensure Stubbins Primary School is meeting its duties under the Equality Act 2010.

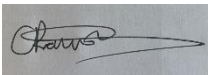
## Roles and Responsibilities

### - **Governors**

The governing body is responsible for setting general principles that inform this behaviour policy. The governing body are also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

### - **Head teacher**

The Head teacher is responsible for developing this behaviour policy in the context of this framework. They decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The overall behaviour policies include measures to prevent all forms of bullying, including online bullying among pupils. The Head teacher publicises the school behaviour policy in writing to staff, parents and pupils at least once a year. It is included on the school website and is reviewed annually prior to publication.

Signed: 	Signed:  <b>Pending approval from governors</b>  On behalf of the Governing Body
Headteacher name: Mrs C Rawcliffe	Chair of Governors name: Mr M Dunkin
Date: May 2023	Proposed Review date: May 2024