

## **Behaviour Policy**

### **Rationale**

At Stoneferry Primary we aim to create a calm, caring environment where children can learn effectively, feel valued and respected and be happy. Children are encouraged to behave well and have a positive attitude to learning through praise and example. Expectations are high; the behaviour code is clear and simple and is applied consistently and fairly across the school. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

### **Our Stoneferry Star Rules**

- At Stoneferry, we use polite language.
- At Stoneferry, we use our hands and feet in a kind way.
- At Stoneferry, we look after school and other people's property
- At Stoneferry, we use learning voices in the classroom.
- At Stoneferry, we follow adult instructions.
- At Stoneferry, we listen to each other and are honest.

### **Rewards**

At Stoneferry, our aim is for all children to show positive behaviour. To recognise this, the school uses a number of rewards that all children are able to achieve.

Rewards available are:

- Moving to the gold star in class.
- Weekly special mention certificates for one pupil in each class.
  - Given out in weekly celebration assembly with parents present.
- Head teacher's award presented weekly to one pupil in the school.
  - Given out in weekly celebration assembly with parents present.
- House points for good work, good manners, following the Star Rules and for home reading.

### **House Points System**

The house points are counted by classes and displayed on their classroom door for house captains to collect. House captains will count up all classes and give the results in our Friday celebration assembly. The winning house will get a golden token on the house points display. The winning house at the end of the term will be given extra playtime.

House points should be awarded for:

- Following the Star Rules.
- Getting to the gold star in class rewards them 5 house points.
- Demonstrating excellent manners e.g. holding doors open, showing patience

- Being helpful either towards a staff member, visitor or other child
- Displaying a caring and considerate attitude towards friends
- Demonstrating excellent respect for others, e.g. good listening in assembly
- Demonstrating excellent verbal manners towards staff or visitors.

House points will be handed out physically in the form of tokens. These tokens will be stored in house containers in the classrooms.

In addition to staff awarding house points, visitors to the school will be presented with 10 tokens to hand out to children they feel deserve them. This could be for any reason including helpfulness and politeness.

### **Daily Behaviour Procedure**

At Stoneferry Primary we operate a “traffic light” system. There will be four zones, golden star, green, amber and red and in EYFS they are the sunshine, rainbow, cloud and rain. These zones will be circles and will be displayed prominently in classrooms with children being represented in picture form. All children will begin each lesson in the green zone. The aim of this system is to reward those children who always follow the school rules and behave well in school.

Each child begins the lesson in the green zone. Breaking of school rules or disruptive behaviour in the classroom can result in the changing colour; first to warning and then amber. Improved behaviour will be rewarded along pre defined guidelines and children will have the opportunity to move back from amber to green.

- Each new day is a fresh start
- Teachers use the traffic lights to appraise good behaviour choices and award the corresponding house points as a reward to the child and to encourage others. Children should be visually represented with images of their faces.
- If a child is not showing at least a green standard of behaviour or following the star rules, the teacher should issue a warning and explain clearly what the child needs to do to improve their behaviour. Explain clearly that the consequence will be to move to amber if behaviour does not improve.
- If the child continues to show poor behaviour, the teacher should move the child to amber and give clear instructions to the child about how they can get themselves onto green for excellent, or improved, choices.
- When the child shows better choices, the teacher can appraise this immediately on the traffic lights.
- Should the child continue to show poor behaviour, the teacher should issue a further warning and make it clear that there will be consequences should they move to red.
- Moving a child to red is the final step of our class behaviour management system. The child will still be given chance to modify their behaviour at this point and the teacher should communicate with them privately ensuring that they understand the situation and to remind them of the consequences and if appropriate, how they have succeeded at getting back onto the behaviour ladder in the past. A child will miss their key stage breaktime for moving to red.

- A child reaching red will work in another space or classroom for the remainder of that session and should then return to class and start on green.
- When the child returns to the classroom, they will be given a ‘fresh start’.
- If poor behaviour continues, the teacher can give them time away from the class or direct them to a member of SLT,
- Parents will be phoned by the class teacher if their child goes onto red.

The following procedures **MUST** be followed for any child who chooses not to follow our simple code and behave inappropriately when in on the playground.

INAPPROPRIATE BEHAVIOUR ON THE PLAYGROUND	
REMINDER	ACTION
1st	Calm reminder and clarification of sanctions if behaviour continues.
2nd	Warning issued child to sit on the bench for 5 minutes Child must be given final verbal warning from member of staff before continuing to play following this time
3 <sup>rd</sup>	Second warning issued and child removed from playground. Child to be removed from the playground and taken to a senior member of staff for the remainder of the playtime. SENIOR MEMBER OF STAFF WILL INFORM EWO WHO WILL MAKE A RECORD and inform assistant headteachers.
Incidents deemed serious* (This bypasses any reminders)	Child sent directly to the Head of School. Record made. Sanctions made as appropriate in discussion with class teacher and EWO

#### **Behaviour constituting a direct move to red or extreme behaviours.**

If a child shows any behaviours that are shown below, they should be moved directly to red and sent to a partner class, or an SLT colleague, for reflection time (at the teacher’s discretion).

After 10-15 minutes, or longer if necessary, the child should return to class and be given the opportunity to turn their behaviour round and have a fresh start.

All staff are expected to work positively and restoratively with children who are finding it difficult to follow the school’s behaviour code; this may involve informal discussions with the child’s parents.

**For incidents of physical contact, fighting, foul language or if a child repeatedly ignores adult instruction, then 1x morning playtime and 1x lunch playtime are spent with alternative key stage unless they present with risk to self or others and in that case they will spend their time indoors with SLT.**

### **Examples of behaviours may include;**

- Lack of respect for people or property – both physical and/or verbal
- Rudeness
- Foul and abusive language or gestures
- Continued refusal to tell the truth
- Physical contact
- Behaviour that puts themselves or others at risk of harm
- A violent act towards another person
- Threatening behaviour towards others
- Racial, homophobic or prejudicial abuse
- Persistent refusal to follow instructions
- Theft
- Spitting
- Running away from an adult
- Deliberate damage to property in school
- Bullying (see anti-bullying policy)

**Please note that this list is not exhaustive and contains examples of behaviours.**

**Teaching staff should always exercise their professional judgement.**

Records of inappropriate behaviour in the classroom must be kept and these will be logged on CPOMS. Records of inappropriate behaviour on the playground will be logged on CPOMS by the member of staff on duty.

### **Strategies for classrooms**

Stoneferry Primary school follows the Read Write Inc programme within school. The same silent signals used within this are implemented throughout the school. This involves a number of silent signals and results in a calm and productive work environment for all.

All staff receive updates and training to make these signals and gestures effective. Assemblies and larger gatherings use the same signals.

### **Early Years Foundation Stage children**

We expect all children in school to behave well at all times. We understand that children who are in the Early Years Foundation Stage are still learning how to behave in certain situations and staff are expected to model good behaviour and spend time explaining to children why their behaviour is inappropriate. However we do expect children to understand the difference between right and wrong and children in the Foundation Stage who behave inappropriately will be calmly reminded what is expected of them. The FS1 and FS2 children will use a visual rainbow reward chart to indicate behaviour choices. Children in both phases are given verbal praise and stickers when appropriate.

### **Restraining children**

All members of staff are aware of the regulations regarding the use of force by teachers. Staff at Stoneferry will only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. **Key staff have been trained in Team Teach.** All handling incidents will be recorded in line with school's Physical Intervention Policy and logged on CPOMS.

## **Persistent inappropriate behaviour**

Children displaying persistent, inappropriate behaviour, or who are involved in serious incidents, will be encouraged and supported by staff to develop appropriate behaviour.

This support will take the form of a positive behaviour programme:

- A daily report card.
- Working with school's emotional well-being officer.
- Daily meetings with the Head of School or a senior member of staff
- Regular meetings with parents.
- Pastoral Support Programme.
- Guidance from the behaviour support service.

Persistent breaking of the code or serious incidents will be dealt with by the Head of School, who will contact the parents or carers so that the issue can be resolved together.

In extreme cases (determined by the Head of School) suspensions and exclusions could apply. Please see the suspensions and exclusions policy for further information.

## **Child on Child abuse**

At Stoneferry Primary, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people.

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. There are many forms of abuse, which may occur between peers including:

- all forms of bullying,
- being coerced into sending and/or taking sexual images (sexting),
- physical or sexual assaults,
- child sexual exploitation
- child criminal exploitation (gangs and/or County Lines)
- sexual harassment

**These behaviours should never be tolerated or passed off as 'banter' or part of growing up.**

## **Sexual Harassment & Sexual Violence**

**Stoneferry Primary School takes any concerns, incidents or behaviours of sexual harassment or sexual violence seriously.**

- Staff will have regular training on identifying and supporting pupils who are both victim and perpetrators of sexual harassment and sexual violence.
- Staff understand these incidents can occur between children and occur online.
- Children will be educated around these issues as part of the RSE curriculum and Online Safety elements of the Computing curriculum.
- Staff will be aware of the mental impact sexual harassment and sexual violence has on the victims, and know how to support this.

- Staff will take concerns seriously ('not dismissed as banter') and report incidents effectively through the school's reporting system (CPOMS)
- Through training, staff will be aware of vulnerable groups (SEND, LAC, etc.)
- Staff will challenge inappropriate behaviour
- Staff will make clear sexual harassment and sexual violence is not acceptable
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

**Any behaviours deemed to be sexual harassment or sexual violence in nature will be actioned through the guidance of Keeping Children Safe in Education and dealt with by Head of School and supported by the Designated Safeguarding Lead.**

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from either Humberside Police and/or Hull City Council EHsASH.
- Incidents relating to all forms of bullying will be reported, recording and dealt with, in accordance with either the school's Anti-Bully or E-Safety policy.
- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied.

(DfE: *Sexual Violence & Sexual Harassment between Children in Schools and Colleges*, 2018)

### **Equal Opportunities**

At Stoneferry Primary School all children will have equality of treatment, consideration and respect. Bullying is unacceptable in any form, and any incidents of bullying will be taken seriously and will be dealt with firmly in line with school's Anti-bullying Policy.

Racist behaviour is unacceptable as is bullying on the basis of sexual or gender orientation, colour, religion, culture, disability etc and will be dealt with in line with the school policy.

All incidents will be logged on CPOMS.

At all times the school will work in partnership with parents and carers to ensure positive behaviour and a calm, secure atmosphere within which effective learning can take place.

This policy will be updated annually.

### **Behaviour beyond the school**

For incidents which occur outside of school, the school will intervene should it have the potential to impact on the welfare of pupils within school. Incidents of bullying, including cyberbullying which occur outside of school will be investigated and acted on where necessary in the same way as it would have been had the incident have happened in school.

When incidents outside of school involve a member of the public, the school in these cases will offer as much advice and support as possible for the pupils and parents and carers involved and signpost them to external agencies such as the local police.

### **Searching pupils**

Should the leadership of the school deem it a requirement to search a pupil, this will be done always with 2 members of staff present. A child will be asked to empty pockets or a bag should it be felt necessary for this to happen. All such instances will be fully logged on CPOMS and parents made aware of the actions taken.

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Next review September 2023