



Wyken Croft
Primary School

Behaviour Policy

Review:	Annually
Reviewed by:	Georgette Franklin
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Introduction

At Wyken Croft, we believe that

- Children learn best when they feel safe, secure and valued as an individual.
- It is important that all children feel that they have been treated fairly.
- As with all aspects of our school life, our approach to behaviour management is centred around positivity.
- The role of parents within this policy is extremely important.
- All behaviour is a form of communication to express a range of emotions and feelings.
- Children and staff have the right to teach and learn in an environment free from bullying and prejudice.
- Strong relationships between all members of the school community are vital. All children should have trusted adults that they can rely on to support them.

Aims and Objectives

- For all children to behave in a manner that allows other children to remain safe and happy and does not distract from learning.
- To promote, reward and celebrate good choices and good behaviour and to focus on this as the behaviours expected within school.
- To establish a safe and secure learning environment.
- To ensure that children at an age appropriate level have a good understanding of all aspects of our rules, rewards and sanctions.
- To communicate in an open, transparent and mutually supportive way with parents.
- To foster a sense of pride within our school community, recognising that each of us is an important role model for the children in our care.
- To support all children at whatever stage / age they are at; ensuring that further support and input is gained where needed.
- To equip children with the skills and values that they need to be ready for the next stage of their learning and ultimately responsible citizens.
- To explore, promote and maintain healthy relationships within school.

Our School Rules

Be respectful

Be responsible

Be ready

These are our school rules – these should be displayed prominently throughout the school and in classrooms. They should be discussed on a regular basis across a variety of contexts. The application of these rules in a positive way should be modelled at an age appropriate level. It is an expectation that all children will behave in a manner that demonstrates our rules at all times. Where children find this difficult, appropriate support will be put into place. Where children go above and beyond this then there are a variety of positive rewards that could be used. However, it is an increasing expectation that this is the standard within school and therefore a simple ‘Thank you’ is a powerful tool.

Positive Reward Systems

There are a range of reward systems within school including the giving of stickers, wristbands, postcards and certificates. The continued, consistent use of these is an expectation of all staff within the school.

EYFS / KS1 – Star Points

These are collected for a variety of achievements, including keeping our school rules or demonstrating a rule in a particularly positive way. These are stamped onto a card. Each year group has a target amount on a card – once this is reached then the card is exchanged for a special certificate during Assembly.

KS2 – Phoenix Points

These are similar to star points and can be given to a child by any member of staff to a child for a variety of reasons. These are kept on a card by each child. When the target number of 50 is reached, these can be exchanged for a prize or ‘banked’ for a larger prize. Children can be given 1 or 2 Phoenix points at a time – in exceptional circumstances they may be given 3 Phoenix points. The children are encouraged to become more independent in collecting and storing these cards. Any member of staff can give a Phoenix point to a child and their initials should be recorded on the relevant space on the card.

Achievement Awards

Achievement awards will be given by each class teacher to two children from their class each week (on some occasions this number may increase due to collaborative work) for exceptional work. This award will be presented in Achievement assembly each week. Assemblies will be led by a member of the senior leadership team and parents/carers will be invited.

Individual Class based rewards

Creating a positive ethos and building relationships within the classroom is of paramount importance and staff are encouraged to develop their own class based rewards, such as stickers, table points, raffle tickets etc... These may be focussed on specific class targets and should complement the school based reward systems not replace them.

Dealing with inappropriate behaviour

It is important that children feel that incidences of poor behaviour are dealt with firmly and fairly. Given the positive ethos of the school – there should be a limited need for formal consequences. These should be a last resort and should be viewed with seriousness. We operate staged consequences which allow children the chance to reflect on and review their behaviour choices. There may also be the need for a written apology. Once a child has completed their stage then a fresh start begins. (Appendix 1 – recording slips)

The child will attend the designated area for their year group with a completed stage slip. A member of the leadership team will supervise the stage. The child should know clearly which rule they have broken. Stages will then be recorded on Bromcom by the member of the leadership team on stage duty that day.

In most circumstances there will have been a variety of warnings given before a stage is received. However there may be incidences where warnings are not appropriate.

Stage	Consequence	Further actions
1	Child misses their playtime and completes a reflection slip (CT)	
2	Child misses playtime and lunchtime and completes a reflection slip (CT/YL)	
3	Child misses playtime and lunchtime for 2/3 days and possibly any other activities outside of the standard (YL/AHT)	YL to contact parents to discuss and inform
4	Child misses playtime and lunchtime for a week and may lose the opportunity to take part in extra - curricular activities (DHT)	AHT or DHT to contact parents and arrange a meeting to discuss stage
5	Child may receive a fixed term exclusion or an 'internal exclusion' (HT) [see Exclusion Policy]	HT to meet with parents to discuss

In the event of a child presenting a danger to themselves or others as a result of a significant behaviour incident or continued poor behaviour, they may not be allowed to attend a class trip or year group event.

The member of staff who is dealing with any of the above should ensure that a discussion takes place with the child and that there is a clear understanding of what has happened. There is flexibility within this policy in that other appropriate actions might be taken if necessary. Members of staff dealing with inappropriate behaviour should use their professional judgement as to what behaviour constitutes what consequence, however a guide is attached. As a school community we will not tolerate bullying or racism of any kind including cyberbullying, prejudice based and discriminatory behaviours and therefore these are automatically given a Stage 4.

There is an outline of behaviours available to support consistent judgements (see Appendix 2 – Inappropriate Behaviour)

Taught aspects of the Behaviour Policy

Whilst this policy outlines the practical management tools for behaviour within school, it is important to recognise that many aspects of behaviour are taught within the curriculum. This is linked with our 7 Steps to Success – which are seven key values that we believe will support children as they move through their education and into the world.

We are a Thrive school and have embedded a specific way of working with all children that helps to develop children's social and emotional well-being, enabling them to engage with life and learning. It supports them in becoming more self-assured, capable and adaptable. It can also address any troubled, or troubling behaviours, providing a firm foundation for academic attainment. Building positive relationships sits at the heart of the Thrive programme and helps us to better understand the children's needs being signalled by their behaviour. Children may struggle as a result of temporary setbacks or other, longer term changes in their lives. We use Thrive to look beyond the behaviour to provide children with the support they need to help them get back on track. Sometimes they only need a little extra support in class or they may need additional one-to-one support over a longer period of time.

We also use R Time and promote values and morals through assemblies, themes, PSHE , RSE and RE lessons. The school's RSE and PSHE curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like
- Body confidence and self-esteem
- Healthy relationships

Bullying

Bullying of any type is not tolerated at Wyken Croft Primary School. The Behaviour policy is designed to prevent such instances, but when they do occur the Anti-Bullying policy is put into practice with immediate effect. (See Anti-Bullying Policy)

Child on Child Abuse

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are deemed abusive in nature. Dismissing certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children or a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. These behaviours are not to be tolerated at Wyken Croft Primary School under any circumstance.

While it is vital all of the school community are aware that these behaviours will not be tolerated, it is also important pupils understand that support will be offered for both victims and perpetrators of abusive behaviour.

Child on child abuse is most likely to include, but may not be limited to:
(Taken from Keeping Children Safe in Education 2023)

- bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse
- sharing of consensual or non-consensual images or videos
- causing someone to engage in sexual activity without consent
- sexual violence and/or harassment
- upskirting and
- initiation/hazing ceremonies.

Wyken Croft Primary School will also not tolerate incidents of racism and homophobia.

Pupils will be supported by:

- Taking their safety and wellbeing seriously
- Listening to them
- Acting upon their concerns
- Not tolerating or accepting abuse
- Working with parents

Offer support to the alleged perpetrator(s)

A safe space to explain what may have happened to them should be offered and the opportunity to discuss how their actions weren't appropriate. A plan should be outlined, detailing how they will be supported to help them modify their behaviour – this may involve counselling, clinical care or support from an appropriate agency.

Early Years Foundation Stage

Children in Nursery and Reception are our youngest children and are just beginning their journey through school. As such a key component of their curriculum is designed to introduce those early PSED skills. Whilst the school rules are the same, there is a slightly different, more visual approach to rewards and sanctions (see Appendix 3 – EYFS)

Roles and Responsibilities

All staff are responsible for promoting and ensuring good behaviour throughout the school. Staff should act as good role models, supporting each other and dealing with any challenging behaviour where it occurs as good behaviour is everyone's responsibility.

1. Parents/ Carers

Parental support for all aspects of our behaviour policy is vital. Recognising that children will make mistakes and that discussion around this will help both learning and behaviour for learning – school will contact parents if their child receives a Stage 3 or above. It may be necessary to contact a parent/carer for a stage 1 or 2, if these stages have been repeated or if there is a need for parents to re-inforce a message at home. It is an expectation that parents will support the school in their application of this behaviour policy. In the event of a query or concern, parents should contact the class teacher in the first instance.

2. Dinner supervisors

It is important that children treat all staff within school with respect and that behaviour at lunchtime is of the same standard as within the classroom. Dinner supervisors are responsible for promoting the school rules and implementing the lunchtime reward scheme. Dinner supervisors will feedback to class teachers on a daily basis (see Appendix 4 – Lunchtime behaviour system)

3. Teachers and Support Staff

Teachers and Support Staff are responsible for developing a positive learning environment within their classroom. Staff will use our rules and 7 Steps to Success to encourage and promote a range of positive actions. Teachers and support staff will ensure that every effort has been made to support a child with their behaviour and ensure that on the occasions that it is needed, the formal aspects of this policy are administered in a fair and consistent manner. They are also crucial role models within school and should take an active part in supporting behaviour as they move through the school.

4. Year Group Leaders

Year group leaders will be responsible for extending the positive environment beyond the classroom and into the year group area. They are also responsible for the Stage 3 aspect of this policy and should support staff and children within their year group by promoting our rules and by supporting children when needed.

5. Assistant / Deputy Headteachers

In their role across the phase / key stage – AHTs and DHTs will promote the positive aspects of this policy. They will be a visible presence around school and in particular, their phase or key stage. The AHT / DHT will be responsible for monitoring the stage records and supporting where children may need extra support. They are also responsible for Stage 4 aspects of this policy.

The Deputy Headteachers are responsible for the Stage 5 aspect of this policy in the absence of the Headteacher.

6. Pastoral Manager / Inclusion Lead / SENDCO

The pastoral team will be available to support children either through intervention, referral to other agencies, through a recognised programme such as Thrive or Boomerang or a bespoke, individualised plan. They will co-ordinate support with the class teacher.

The Inclusion team are responsible for supporting children and classes who have or need an Individual Behaviour Plan, those who have a recognised SEMH difficulty or those who need reasonable adjustments due to sensory needs. This may be through sourcing additional support or advice from specialist agencies or through assisting staff in devising successful Individual Behaviour Plans. These plans must be shared with parents and all relevant staff and updated regularly.

Both teams should monitor the stage records on a monthly basis to ensure that children under their care are not incurring any more stages than other groups of children

7. Head teacher

The Head teacher will support the staff, children and pupils in creating a school environment where teachers enjoy teaching and children enjoy learning and are free from any forms of bullying. If a child has progressed through the stage approach or has reached a Stage 5 then the involvement of the Head teacher is very serious. In their role, the Head teacher will be a very visible presence around school – taking achievement assemblies; presenting awards and recognising and rewarding positive choices throughout the school. The Head teacher will liaise with and report to Governors on behaviour patterns and incidents, including the number of suspensions.

All leaders and managers will be very visible within school and will promote positive choices or address any issues throughout the school.

Equality of Opportunity

Our approach to behaviour management is underpinned by our commitment to Equality of Opportunity. There is a regular monitoring of any stages and rewards to ensure they are fair and consistent across groups of children and throughout the school.

All children should believe that they have been treated fairly and consistently.

Health and Safety

Staff are trained in the use of positive handling techniques and staff who are authorised to do so by the Head teacher should use appropriate handling techniques should a child or group of children be in immediate danger of harm. De-escalation should be used where possible but staff should be prepared to respond to any situation quickly and calmly.

Practical methods to defuse the situation are always be considered before restraint is used including keeping calm, offering verbal prompts or retreat. Following discussions by HT/ DHT/ AHT/ Inclusion manager, a child may require an Individual Behaviour Plan with a handling plan as well. Parents/Carers will also be consulted in the writing on such plans and also informed of any incidents that occur. Please refer to the 'Positive Handling Policy' for further guidance.

Statement on Searching, Screening and Confiscation Advice for schools taken from (DfE July 2022)

Searching

- The Headteacher and staff authorised by her have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Reasonable grounds for suspicion may include other pupils talking about the item or a staff member may notice the pupil behaving in a way that causes them to suspect a prohibited item is being concealed.
- Where possible, a member of the same sex as the pupil will conduct the search with a second member of staff as a witness. Where possible this will also be a member of the same sex as the pupil being searched. The exception to this will be in the case of there is reasonable belief that 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.
- Searches that are conducted without consent of the child and/or parent can only be carried out where the staff member is in charge of the pupil, for example, on an educational visit.

- Searches may involve the removal of “outer clothing” (clothes not worn next to the skin) for example, hats, coats, shoes, gloves, scarves and jumpers where a t-shirt is worn underneath. A search may also involve looking in pockets or a desk or bag.
- Staff **will not** under any circumstances conduct a strip search of the child.
- Any searches conducted will be recorded onto CPOMs, whether or not an item is found.
- Parents/Carers will always be informed if a search has taken place and notified of the outcome and any sanctions applied.

Prohibited items:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco / cigarettes / vapes
- fireworks and
- images of a pornographic nature
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

- The Headteacher and staff authorised by her can seize and confiscate any prohibited item found as a result of a search, any item that poses a risk to staff or pupils or any item that may be used as evidence in relation to an offence.
- Any prohibited items confiscated from the list above (other than tobacco, cigarette papers, fireworks and alcohol which can be disposed of safely) will be delivered to the Police.
- The Headteacher or a delegated member of staff by her will inform the pupil’s parents or guardians of the search and the necessary action as a consequence of the findings.

Safeguarding

- If a pupil is found to be in possession of a prohibited item or any item that poses a risk to staff or pupils or any item that may be used as evidence in relation to an offence, then the Designated Safeguarding Lead (or Deputy) should be informed and they in conjunction with the Headteacher will decide on a course of action as a consequence in line with the school behaviour policy to ensure consistency of approach. School may also liaise with the necessary agencies (Police, MASH, NSPCC etc...) to ensure both the child and their family receive the necessary advice and support.

Exclusion and Suspension

Fixed Term Suspensions

There are some occasions when the behaviour of a pupil is of such a cause for concern that the Head Teacher approves a fixed term suspension; this is a set number of days when pupils are not permitted to attend school. This sanction would be for either a single serious incident such as violent behaviour, racist/homophobic behaviour, aggressive behaviour, verbal abuse, endangering self or others, damage to property or where a pupil has repeatedly failed to follow the required standards of behaviour or a serious breach of the School Behaviour Expectations.

Parent/carers are advised that they are responsible for supervising pupils during any period of suspension, school must provide a suitable education to be completed during this period of suspension. Parent/carers are expected to attend a reintegration meeting following a fixed term suspension and at this meeting, the pupil's behaviour will be reviewed and a reintegration support programme put into place as needed.

Permanent Exclusion

A decision to exclude a pupil permanently is a serious one. A decision to exclude permanently can arise:

- a) In response to serious breaches of the school's behaviour policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

It will usually be the final step in the process for dealing with disciplinary offences, following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil's behaviour and we aim to use Permanent Exclusion as the last resort.

All exclusions use the policies and guidance laid out in the Coventry City Council Guidance. Further information regarding this can be found at

<https://www.coventry.gov.uk/attendance-inclusion/inclusion>

Linked Policies

- Child protection and Safeguarding
- Anti-Bullying Policy
- Online Safety Policy
- Positive Handling Policy
- Exclusions policy