



Westcliff Primary Academy

Behaviour Policy from September 2021

Aims and Objectives

It is our aim to ensure that every member of our school community feels valued and respected; and that each person is treated fairly and well. This policy aims to promote a culture of shared responsibility for behaviour management between staff, parents and pupils to create an environment where we all feel happy, safe and secure. To do this at Westcliff we will constantly and consistently promote positive behaviour/relationships, working with parents and children at the earliest opportunities to encourage children to self manage behaviour. Our policy is a means to promoting good relationships, so that children can work together, with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We know that children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability are key features of this policy.

We have two R's which we aim to follow.....Our children are expected to be:

Ready and Respectful

Ready - means ready to learn

Children who learn more easily than others have the skills that lead to learning. They know how to learn! A child who is ready to learn needs to have the **physical, emotional and cognitive skills** to be able to learn.

Physical Skills Can they see the whiteboard? Can they hear/process what you are saying? Do they have the fine/gross motor skills to be able to complete the learning? Do they have the energy to complete the learning?

Emotional skills Children need to know that they can learn, they need to have self confidence, they need to understand why what they are learning is important - ie make connections and understand that learning and school are important.

Cognitive skills such as attention and the ability to focus on what matters for the amount of time it matters; the ability to understand what they have paid attention to (using visual and aural perception skills to make sense of what they have seen); the ability to process the information and make it their own and the ability to show others what they have learned.

Behaviour that may show children are not ready to learn include:

- Being off task

- Untidy work/poor presentation
- Poor listening and attention

Clearly this list is not exhaustive and we would expect staff to use their professional judgement when considering moving children up or down the learning tower.

Respectful - means to themselves and others

Behaviours that show they are not being respectful include:

- Shouting out
- Not sharing equipment when appropriate
- Refusal to follow an instruction
- Not listening to peers during group work
- Not producing their 'best' work
- Not taking turns/pushing in
- Wilful destruction of equipment or not looking after equipment carefully
- Hurting each other
- Homophobic/racist comment

Each new academic year the class teacher will embed these expectations with the children. The children will be referred back to these constantly throughout the day/school year. All adults will refer to the two 'R's so that consistency is key across the whole school.

Rewards and Sanctions

Our school rewards good behaviour, as we believe this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

We praise and reward children for good behaviour in a variety of ways. Systems we use include:

- Gems
When gems are awarded the child will be encouraged to physically take a gem out of their class jar and add them to their team jar in the hall (at playtime/lunchtimes - not during learning time). The class teacher will also keep a visual tally chart for each child in their classroom and keep a running total. Badges are awarded by the Headteacher for 100 gems (Bronze), 200 gems (Silver), 300 gems (Gold) and 400 gems (Platinum). These are awarded in our Achievement Assemblies each week. Children visit the Headteacher to receive their badges and are encouraged to wear them daily on their school uniform.
- Star of the Week (Learning based - names published each week on the newsletter).
- Visit to Headteacher/SLT for exceptional effort
- Stickers and Lunchtime Awards
- Dojo messages home to parents

As mentioned above, this behaviour policy is intended to promote behaviour for learning and allow everyone to work together in an effective and considerate way. We will ensure we apply our rules consistently through school by having a class behaviour chart 'Our Learning Tower' in each classroom.

This will include the following statements:

Statement	Reward/Consequence
I am a learning superstar!	5 gems
I am a good learner	3 gems
I can learn	1 gem
I am ready and respectful	All children start here each day
Think carefully for 5 minutes	<p>Eg. child not listening carefully in lessons, poorly presented work, disruptive behaviour</p> <p>Sanction - children spend 5 minutes of their play reflecting on their behaviour/completing work to a better standard.</p> <p>Use language 'How can you show me you are ready to learn?' 'How can you show me you are being respectful?' Child to write down ideas on a post it note and add to their class learning tower. Eg. I am going to sit at the front of the class so that I can listen carefully. This will help me learn.</p> <p>Early Years/KS1 - draw a picture showing what they are going to focus on (eg. listening).</p>
Oh no! Think carefully over playtime	Miss playtime. Child needs to complete unfinished work as they have lost learning time through their actions. Parents informed via dojo/collection at the end of the day.



A continuation of unacceptable/inappropriate behaviour will need to be discussed with SENDCo/SLT. This must be reported to the parents and behaviour tracking may be necessary where staff/parents are asked to identify triggers to unacceptable behaviour (ABC Chart) and a daily home/school diary is set up. If no improvement is made following planned interventions advice and support may be sought from other professional agencies with the permission of parents.

A similar system will be used for playtimes and lunchtimes.

Statement	Reward/Consequence
I am a playtime superstar!	5 gems
I am being very kind and sensible	3 gems
I am respectful	All children start here each day
Think carefully	Children lose 5 minutes of their playtime. Send to 'thinking bench'. TA/Welfare Assistant to talk to them using language 'How can you show me you are being respectful?'
Oh no!	Further inappropriate behaviour/more serious misbehaviour. Miss rest of/next playtime (send to SLT). TA/Welfare Assistant to tell Class teacher. Parents informed via dojo/at the end of the day.

Children finding it difficult to maintain acceptable behaviour on the playground or having difficulty socialising with others may be referred to a Nurture Group at lunchtimes. It is the class teacher's responsibility to agree this with parents and explain the reasons for the referral and the aims of the group. SENCo to be informed prior to any decisions re lunch club.

We also acknowledge the efforts and achievements of children out of school, eg Brownie Badges, swimming certificates, in our Achievement Assembly each week.

Role of Headteacher/SLT

It is the responsibility of the Headteacher under the School Standards and Framework Act 1998 to implement the School Behaviour Policy consistently throughout the whole school and to report to Governors when requested.

Westcliff is an inclusive school however, some behaviour may be deemed serious enough to warrant a fixed term or permanent exclusion. These are at the discretion of the Headteacher and will follow the Government guidelines on School Exclusions. (See FCAT Exclusions Policy). See below Appendix 1 'Types of Incidents'.

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. The Headteacher informs the LEA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Role of Mini SLT

Our Mini SLT meet regularly and assist in many decisions made by the school. As part of their duties they will discuss and review particular activities, rewards, rules, sanctions etc and their implementations.

Role of Parent/Carers

Parents play a vital role in the education of their child. On entering the Foundation Stage all parents attend a meeting to discuss expectations of both the school and parents. Parents will be able to attend an open day/week where they will see the school's expectations in action (Post COVID guidelines).

Keeping Parents/Carers informed

It is imperative that Parents/Carers are kept informed of unacceptable behaviour. This may result in daily conversations with Parents/Carers or home/school diary. Parents are to be informed every time their child reaches the bottom tier of the learning tower.

Exceptional Circumstances

-SEN/Vulnerable child - check if there is a behaviour plan in place. Speak to the SENCo for specific behaviour interventions. Liaise with BAT/EP and other agencies if appropriate.

-In cases where a child poses an extreme danger to him/herself or others, a member of staff may have to restrain immediately. Where possible this will be done by a trained member of staff (RG, RH, NH, KR, KH). All incidents of restraint will be recorded immediately after the event using the official forms and discussed with parents.

*-Homophobic/racist comments need to be brought to the attention of SLT and parents **must** be informed. Please see the Anti-Bullying Policy for more information on how to handle allegations of racist/homophobic comments.*

Review

Policy created - September 2021
Reviewed and approved - Governing Body 2021
Next review - September 2022 (or before if appropriate)

Appendix 1

Types of Incidents

Incidents related to race, religion or culture

Racist or faith-based incidents are based on a person's background, colour, religion or heritage. When racist or faith-based incidents take place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem. It is important to note that **all incidents that are identified as potentially racist must be recorded, reported and investigated as such** (See Appendix 2). The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Incidents related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of being singled out than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against incidents. **Where children with SEN and disabilities are themselves found to be the perpetrator, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.**

Incidents related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for incidents. Perceived physical limitations, such as size and weight, and other body image issues can result in being singled out, and obvious signs of affluence (or lack of it), can also be exploited.

Incidents related to sexual orientation

Homophobic incidents involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic incidents are perhaps the least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report anything if it means “coming out” to teachers and parents before they are ready to. Homophobic incidents includes all forms of unwanted behaviours but in particular it can include:

Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term ‘gay’ in a negative context. Also spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted.

Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour.

Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Incidents of this nature must be reported (Appendix 2) and recorded on CPOMS.

Incidents to young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem

Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel singled out or isolated. Children in care may also be vulnerable for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. At school, some may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject by association.

Sexist, sexual and transphobic incidents

Sexist, sexual and transphobic incidents affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist incidents are based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. This may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also become a targets.

Child on Child Sexual Violence and Sexual Harrassment

Part 5 of Keeping Children Safe In Education (September 2021) now provides explicit guidance on how schools should respond to reports of child on child sexual violence and sexual harassment and we would follow the guidance set out in this document, dealing with any allegations on a case by case basis with the DSL taking the leading role.

‘Sexual Violence and sexual harassment between children in schools and colleges’ also outlines procedures following a report of this nature of incident.

Appendix 2

RACIST/ BULLYING/ HATE CRIME REPORT FORM

Westcliff Primary Academy

Date & Time of Incident _____

<u>Perpetrator</u>		<u>Victim</u>		<u>Nature of Racist Incident</u>	
Pupil/Pupils		Pupil/Pupils		Verbal Abuse	
Outside Person(s) inc Parents		Outside Person(s) inc Parents		Violence	
Teaching Staff		Teaching Staff		Provocative Behaviour	
Support Staff		Support Staff		Graffiti	
Unknown		Victimless Incident		Possession/Distribution of Racial Material	

Where known:		Where known:		Other	
Ethnic Origin		Ethnic Origin		<u>Nature of Bullying Crime Incident</u>	
Sex		Sex		Verbal	
Age/Year/Group		Age/Year/Group		Physical	
<u>Brief Description of Incident:</u>				Racial	
				Homophobic	
				Text Message/ MSN	
				<u>Nature of Hate Crime Incident</u>	
				Race	
<u>Brief Description of Action taken:</u>				Religion & belief	
				Disability	
				Sexual orientation	
				Transgender	
				<u>Place of Incident</u>	
A MORE DETAILED REPORT WILL BE HELD IN THE SCHOOL FILES. Signed: Print Name and Role Date: Please send completed forms to: Ged McNally, Exclusionsfromschool@blackpool.gov.uk				Classroom	
				Corridors	
				Social area	
				Out of school	

PRIVATE & CONFIDENTIAL TO SCHOOL

<u>Perpetrator</u>	<u>Victim</u>	<u>Witness/s</u>
Pupils/Pupils:	Pupils/Pupils:	Pupils/Pupils:
<u>Description of incident:</u>		

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Description of Action taken to resolve incident/ any follow up action required:

.....

.....

.....

.....

.....

.....

Member of Staff:

Reported on CPOMS