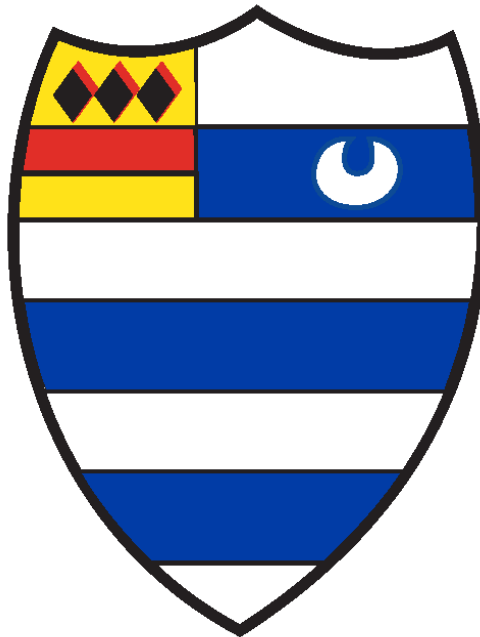


# Stanford Junior and Infant School



## BEHAVIOUR POLICY 2018-19

*“Living Together,  
Learning Together”*

Prepared by Senior Leadership Team:

Adopted by Governors:

Last Review:

Date of next Review:

September 2017

November 2017

September 2018

September 2019 unless required earlier

## **AIM**

**High standards of personal behaviour, social responsibility and academic achievement are expected at Stanford Junior and Infant School.** Our children will thrive in a calm, secure and caring environment, enabling them to take an active part both in our school and wider community and become responsible citizens of the future. We seek to nurture within each child the spirit of co-operation, politeness, empathy, helpfulness and a respect for other people, their cultures and beliefs, and their property.

## **PRINCIPLES OF THE POLICY**

We believe that positive reinforcement produces the best behaviour and that all stake holders within school will model, encourage and develop the expected behaviour through praise and reward. We believe consistency in praise and sanctions also helps children make the correct choices. This can be summarised as follows:

- a consistency of approach
- clear and fair rules based on respect and discussed with pupils
- acknowledgement of success through a system of rewards
- high expectation of adults as role models

## **STATEMENT OF PRINCIPLES**

The following section is a statement of principles, not practice. The school will also take account of the guidance in the Department for Education publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

- Everyone has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- We are an inclusive school and all members of the school community should be free from discrimination and harassment.
- All adults - staff, volunteers and governors - will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for their own actions
- The school will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.
- The school will work with parents to strive for common strategies to help foster good behaviour.

## **The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

## **CODE OF CONDUCT**

The children need to know what is expected of them. At the heart of our behaviour policy is the Code of Conduct which sets out clearly what behaviour is and is not acceptable. The Code of Conduct has a version for the Foundation Stage and KS1 children and a version for the KS2 children. The versions are essentially the same in both content and spirit, however are prepared with their target audience in mind.

At Stanford Junior and Infant School we expect the following without exception:

### **Foundation / KS1 Code of Conduct**

- Show consideration of others (Being polite, kind and helpful)
- Be honest and truthful
- Be respectful of others, their property and the school environment
- Listen to others
- Work within class in a positive and productive manner
- Move around school quietly and calmly
- Be proud of our school

### **KS2 Code of Conduct**

- Try to understand and tolerate other people's point of view.
- Show respect by listening and speaking to teachers, other staff, visitors and adults in a polite manner.
- Work quietly and sensibly in class, showing courtesy and consideration to others at all times.
- Move calmly and quietly about school, never running, pushing or shouting but being ready to help by opening doors, standing back to let people pass and helping to carry things.
- Take care of the school environment so that it is a welcoming place of which we can all be proud, taking responsibility for keeping the environment tidy and respecting other people's work and property.
- Bullying of any kind will not be tolerated.
- Out of school pupils should remember the school's reputation depends on how they behave.
- Pupils should be honest and truthful and lying will not be tolerated

## **ENCOURAGING GOOD BEHAVIOUR**

At Stanford we ensure positive behaviour management is at the heart of what we do. All pupils will be rewarded in a range of ways for showing positive behaviours to learning. We use stickers, certificates, praise and monitor roles as rewards. Each day, a Star of the Day is chosen by staff/pupils and a text is sent home to inform parents. The Stars of the Day are also mentioned in the Special Assembly on Friday, which is led by the Headteacher.

Children can be rewarded in a variety of other ways:

- Celebration of children's work verbally and through displays
- Special privileges/responsibilities e.g. Lunchtime monitors
- Reward stickers
- Positive messages to parents: texts, phone calls or face to face
- Team / Polite Points
- Post cards

Children should know what is expected of them and, therefore, this praise should be specific, e.g. "Well done, I really like the way you waited patiently while I was talking."

### **Behaviour Ambassadors**

Pupils may also be chosen to act as mentors to other pupils if they have shown positive behaviour choices. Behaviour Ambassadors take charge of spotting and rewarding good behaviours to learning. Prefects, Play Buddies and monitors are also important roles that are used to motivate and reward pupils to add to the respectful and positive culture at Stanford.

A Behaviour Ambassador committee will also discuss behaviours, rewards etc in school. Year 6 Monitors also prepare the Team Point total each week and present this in the Friday assembly.

All Staff will have "Polite Points" to be given out to individual children during the week for "Outstanding Behaviour" around school. The system will work like a raffle, where each child who receives a "Polite Point" will be entered into a prize draw which will take place in Friday Assembly. Up to 3 children a week will be drawn out the raffle and they will be able to choose from a selection of prizes e.g. rubbers, rulers, pencils, etc.

### **DISCOURAGING POOR BEHAVIOUR:**

Sometimes the expected behaviour is not demonstrated and it may be necessary to use sanctions to promote the expected behaviour from an individual child. In the first instance, the class teacher is responsible for the day to day behaviour of the children; however, all members of staff will also have consistent expectations for how children are to behave within the school and when they are representing the school outside. These expectations will be modelled and encouraged throughout the day.

Inappropriate behaviour is dealt with calmly and quietly in line with the schools' Code of Conduct. Sanctions available to staff may include:

- Verbal Warning/name on board
- Move to a location near the teacher
- Loss of free time (play/ lunch) for reflection
- Time out
- Removal from class to another class or SLT
- Continued unacceptable behaviour will result in the Deputy Head talking with the child and parents may also be contacted.
- Internal exclusion

### **MANAGEMENT OF POOR BEHAVIOUR:**

Wherever possible staff should:

- Deal with incidents calmly and quietly, causing as little disruption to the general proceedings as possible.
- Tell children why their behaviour is unacceptable.
- Work together to make each school a place where children and adults can work together happily and successfully.
- Follow the agreed 3 card system.

## **DISCIPLINARY STEPS**

At Stanford Junior and Infant School we use the 3 Card System for managing poor behaviour: **Pink, Amber and Red.**

### *PINK -*

If a child breaks part of the Code of Conduct, they will be given a pink card and told, "...this is your reminder to make the right choice". If the child continues to make the right choices throughout the remainder of the lesson, the card will be taken back and no further consequences applied.

### *AMBER -*

If the child continues to make the wrong choices, they will be given an amber card and told, "...you were asked to make the right choice, but have not done so. At playtime you will go to The Library to complete a Reflection Sheet to think about the choices you have made."

The Reflection Sheets will be scanned to Cpoms and monitored each week and through the year. If a child receives 2 amber cards in a week a phone call and text will be sent to the parent/carers and this will be monitored closely. If this continues into the next week, a letter will be sent to parents and a meeting will be arranged to discuss behaviour and strategies forward.

### *RED -*

If the wrong choices continue to be made, the child will receive a red card and sent, with their work, to a partner teacher. The child will be told 'You have made the choice to leave the classroom to reflect on your behaviour and the choices you've made'. They will work in the partner teacher's classroom as required. The pupils will also miss their next break time and will complete a Reflection Sheet. Parents are also informed, usually by text, if their son/daughter has received a Red Card and details of the incident will be shared. If 2 red cards are received in a week, a meeting will be arranged with parents and the pupil will be in internal exclusion.

All incidents resulting in an Amber or Red Card will be recorded on CPOMs, the school's system for monitoring safeguarding and behaviour concerns.

## **INTERNAL EXCLUSION**

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time, to avoid any further disturbances for class mates. This will be in a different room from their own classroom. This measure will be fully communicated to parents'/carers immediately after the decision has been made.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Working in another room is about continuing on with their learning, class teachers will provide work for the pupil to complete during this time, with the same expectations- completion of work, working in quiet, following all rules and instructions given. Further/ other sanctions may include loss of choice to attend events e.g. discos- all at the discretion of head teacher and SLT.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; IBP, support from the learning mentor etc.)

### **LEARNING MENTOR & DEPUTY HEAD**

The Learning Mentor's role is to support behaviour and emotional issues and will work in partnership with staff and parents. The Learning Mentor and Deputy Head/Headteacher will be informed of any incidents of Amber and Red cards either verbally or via CPOMs. This will allow them to ensure that the appropriate steps are followed and the required records completed.

### **FURTHER CONSEQUENCES**

If a child receives three Red Cards within a short period of time the Learning Mentor/Senior Leadership Team will contact parents/carers for an immediate meeting in order to discuss a behaviour plan to support the pupil in making appropriate behaviour choices. This meeting and any further follow-up intervention will also involve the Learning Mentor and/or a member of the SLT. Other agencies and a formal individual pastoral support plan may also be introduced.

In the case of severely disruptive or aggressive behaviour, pink and amber consequences should be omitted and the child sent immediately to the Learning Mentor or a member of the SLT.

If behaviour does not improve or if there is a serious risk to the health and safety of pupils or adults then the pupil may be recommended for fixed term or permanent exclusion, or put for consideration of a 'Managed Move' via the Behaviour Attendance Collaborative (BAC).

### **CARE, CONTROL AND RESTRAINT**

In the unlikely event of a child exhibiting violent or disturbed behaviour staff at Stanford Junior and Infant are asked to follow the steps:

1. Send for help immediately - a second adult can often help to calm the situation or act as a witness to the incident.
2. Let it be known that you have sent for another member of staff.
3. Consider the safety and wellbeing of other children in the class.
4. Stay as calm as possible.
5. Make every attempt to diffuse the situation.
6. As a last resort use the minimum amount of physical control necessary to avert danger or risk to the child or another individual prevent serious damage to property.

Refer to Care, Control and Restraint Policy for further details.

### **PLAYGROUND CONDUCT**

It is our policy that 'Playtime' and 'Lunchtime break' should be fun for everyone. Any physical aggression is deemed as unacceptable.

The Behaviour Policy, as above, should be followed consistently.

If an **amber card** is issued the child should be asked to quietly to think about their behaviour. They should then complete a Reflection Sheet at the next available morning playtime.

If a red card is issued the child should be sent in and he/she should miss their next playtime to consider their behaviour choices. The Learning Mentor/Deputy Head will keep a log of playground incidents.

### **LUNCHTIME CONDUCT**

The Behaviour Policy should be followed in the same way at lunchtime as at any other time.

Outdoor activities will be organised and run by the lunchtime supervisors/Playground Buddies (parachute, ball games, skipping, circle games etc) or children may choose to play independently. A rota has been set up for lunchtime supervisors to supervise the activities.

### **CORRIDOR CONDUCT**

Pupils may also be chosen to act as mentors to other pupils if they have shown positive corridor behaviour. Corridor ambassadors monitor the corridors between the transition from playground to classroom. They encourage and remind pupils of their behaviour whilst walking in. Children should always walk around school. If they run they should be reminded that they are not following the Code of Conduct, i.e. "Keeping ourselves and others safe" and sent back to walk. All members of the Stanford Community act as role models and polite, respectful manners will be shared with one another.

### **ASSEMBLY CONDUCT**

Positive behaviour management is used during assembly. Staff and Pupil Monitors will reward positive behaviour choices eg team points, Polite Points etc. Year 6 Monitors are all used as role-models to lead classes in and out of assembly and also to set up the assembly hall. All members of the school community are encouraged to enter the hall quietly and use this time together to reflect.

### **ANTI- BULLYING STATEMENT**

Bullying is a very emotive word and it must be noted that all incidents of aggression are not bullying (Please see below). Although, through our Behaviour Policy, we work hard to ensure bullying does not happen, we must be realistic and realise that we may at any time be confronted with bullying in some form or another.

A clear aim of Stanford Junior and Infant School is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School Policy on Behaviour, Anti-Bullying & Attendance: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

See the Stanford Junior & Infant Anti Bullying Policy for more details.

## **SEXTING POLICY (also known as Oversharing)**

### **Definition of 'sexting'**

Sexting is when a young person takes an indecent image of their self and sends this to their friends or boy/girlfriends via mobile phones.

There are a number of definitions of sexting but for the purpose of this advice, sexting is simply defined as images or videos generated:

- by children under the age of 18, or
- of children under the age of 18 that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by child sex offenders. By having in their possession, or distributing, indecent images of a person under 18 on to someone else - young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003. (CEOP, 2015)

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. Please refer to Safeguarding policy for full information.

## **PEER ON PEER ABUSE**

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.

Situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Peer on peer abuse can refer to any of the above individually or as a combination, therefore professionals working with CYP who are experiencing abuse from their peers must respond to the needs of each of the definitions to uncover the level of complexity and respond in the most effective manner. It is possible that a young person may be sexually exploited in a gang related situation by their boyfriend or girlfriend. Please refer to Safeguarding Policy for full information.



## **ITEMS BANNED FROM SCHOOL PREMISES**

- Fire lighting equipment - Matches, lighters, etc.
- Drugs and smoking equipment - Cigarettes, Tobacco, Cigarette papers, Electronic cigarettes (e-cigs), Alcohol, Solvents, Any form of illegal drugs, Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances - Knives, Razors, Catapults, Guns (including replicas and BB guns), Laser pens, Knuckle dusters and studded arm bands, Whips or similar items, Pepper sprays and gas canisters, Fireworks, Dangerous chemicals
- Other items - Liquid correction fluid, Chewing gum, caffeinated energy drinks, Offensive materials (i.e. Pornographic, homophobic, racist, etc.) Aerosols including deodorant and hair spray, Mobile phones, any other toys which are deemed hazardous and other items that could be considered dangerous.

## **SEARCHING**

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs or tobacco products.

Any staff member may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **CONFISCATION**

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the Headteacher.

## **OUTSIDE SCHOOL AND THE WIDER COMMUNITY**

Pupils at the Stanford School agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

## **PREVENT DUTY STATEMENT**

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infant School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching and learning at Stanford.

## **FGM/ FEMALE CIRCUMCISION & CUTTING**

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practising communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any

information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

### MONITORING AND REVIEW

This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Signed By



Chair of Governors:

Date: 21.09.18



Headteacher:

Date: 21.09.18

Review Date	Amendments	Approved Date
September 2017	Annual Review and Amendments	September 2017
February 2018	Additional sections added: <ul style="list-style-type: none"> <li>• Items banned from school</li> <li>• Searching</li> <li>• Confiscation</li> <li>• Outside school &amp; the wider community</li> <li>• Monitoring and review</li> </ul>	13/03/18
April 2018	Additional Sections Added: <ul style="list-style-type: none"> <li>• Internal Exclusion - P5</li> <li>• Sexting Policy - P7</li> <li>• Peer on Peer Abuse - P8</li> <li>• Prevent Duty Statement - P9</li> <li>• FGM - P10</li> </ul>	04/05/18
September 2018	Annual Review Amendments to pages 2, 3, 4, 5 & 7 (highlighted)	21.09.18 by Email