

## **Safeguarding Statement**

At Bessacarr Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bessacarr Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## **Aims and Expectations**

It is a central aim at Bessacarr Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to help all members of the school to live and work together in a supportive way. Underpinned by 'British Values' our provision is designed to promote an environment where everyone feels happy, safe and secure.

The implementation of this policy is a means of promoting good relationships, so that people 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.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this Behaviour Policy in a consistent way.

This policy aims to help children to grow and participate in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school aims to raise self-esteem and value individuals.

- The school actively seeks to promote positive behaviour. This is achieved through a system of rewards for good behaviour which operate alongside sanctions to enforce the school rules.
- We use "Our 5 Golden Rules".
- Each child to show self-reliance for example: to take responsibility for the organisation of self, of possessions and equipment needed for school e.g. appropriate P.E. kit; to work towards completed learning whether at home or at school; to show a readiness and willingness for learning, in attitude and body language e.g. sitting up and being attentive.
- Each child to have equality of opportunity.

## **Guidelines**

Children follow the examples and attitudes of adults and others around them. In order for our Behaviour Policy to be effective we feel that it is necessary for all adults, including staff, parents, governors, visitors and older children to always present themselves as positive role models. In all interaction, adults model the behaviour that they expect pupils to show towards them and to each other. We encourage parents to continue to share with us the responsibility for promoting positive attitudes. When concerns arise parents should report any problems at school so that these can be dealt with effectively.

The staff are always willing to discuss any concerns that parents have about their child. This can be done through appointments or informally after school.

We, the staff, take pride in our commitment to quality teaching and to raising children's achievements through the recognition and valuing of the individual child's needs. We ensure that children have the opportunity to be listened to and are given the chance to correct their behaviour if they have made mistakes.

- Refer frequently to the 5 Golden Rules, so they are familiar to the children and they know how to follow them

- Always give a clear warning to give the child a chance to rectify their behaviour

- Keep it short – if reminding a child about their behaviour, or warning them, use as few words as possible
- Do not request – make a statement and use thank you at the end
- Use a calm, assertive tone
- Give children time to calm down before discussing an incident
- Consistency is essential
- No bargaining with children
- Do not allow it to become personal – adults to stay calm; and make it clear that you object to the behaviour, not the child
- Make it clear that the child has a choice – ‘You have a choice, to behave appropriately or move to red’, or ‘You have chosen to do the wrong thing’
- Children to use adults’ names as in ‘Mrs Patterson’ – do not accept ‘Miss’ etc

### **TRAFFIC LIGHT SYSTEM**

This is for the majority of children. There will be exceptions as some children will have their own Individual Support Plans.

Traffic light system to be used throughout the school by all staff. This system uses traffic light colours, green, amber and red.

1. All children begin each day on **green**.
2. **1 warning** for any misbehaviour (verbal, initials on board, or as appropriate)
3. **Name goes on amber – if misbehaviour persists** - time out in classroom. At staff member’s discretion, this could also mean 5 minutes missed at next available break, under responsibility of class teacher (including if issued by TA in another location).
4. **Earn way back to green**. Children can earn their way back to green after sanction is carried out. However, this must be earned with a significant effort, as appropriate.
5. **Name goes on red** if misbehaviour continues – children will miss 15 minutes of next available break and fill in a reflection sheet with a member of the Senior Leadership Team and parents are informed. This to be recorded on the CPOMS system.
6. **If misbehaviour continues, children will be sent to another class with work till next break.**
7. **Should misbehaviour continue, children will be sent to see the Head of School or Executive Headteacher.**
8. **Should misbehaviour continue and children return to red** (e.g. the next day, or with the same person, miss out the red sanction and go straight to the Head of School or Executive Headteacher. All incidents to be recorded on the CPOMS system.
9. **Three times on red:** Letter sent home to parents.
10. **Warnings** are cancelled when the member of staff feels the child’s behaviour is acceptable.
11. **Reflection sheets completed by children who have been on red;** are to be kept as a record in a class folder by the class teacher
12. **Children with particular targets:** these targets are linked to traffic lights, in order to support them to stay on green.

Each child starts on green at the beginning of every day.

### **Additional sanctions**

Privileges to be taken away, e.g.

- Play leading
- School council rep
- Buddying
- Responsible Jobs
- Sitting on seats in assembly (Y6)
- Pantomimes, visitors, treats
- If necessary though not always appropriate, following discussion with SLT, a child may have a 1 match ban if they represent school in sport.

### **Rewards**

- Golden time – following 10 stars to ceiling or equivalent. (30 minutes reward)
- ‘Always’ Golden Tickets to be used on Thursday lunchtimes.
- Certificates at KS1.
- House points and trophy at KS2.
- Stickers/Certificates for good playground behaviour.
- Verbal praise
- Learning Behaviour Assembly.
- Children show work they are proud of and share good behaviour with Head teacher

The class teacher regularly discusses the School ethos and rules including lunch time rules with each class. The School Mission Statement (Vision), Rules and expectations are discussed in Assemblies by the Head Teacher on a regular basis. School ethos will be discussed with the class and Class Rules will be produced by children in each class (including discussion of reasons and purposes) in the first week back of the September Term. These will be displayed in a prominent place throughout the year. The 5 Golden Rules are displayed around the school as well as traffic lights. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these both with individuals and with the whole class during ‘SEAL’ Sessions. The P.S.H.E. Curriculum promotes positive behaviour (see Policy).

### **Bullying**

The school does not tolerate bullying, disability prejudice, or racist, sexist or homophobic attitudes of any kind. If we discover that an act of bullying, racism or intimidation has taken place, we act immediately in order to stop any further occurrences of such behaviour and these incidents are recorded both on CPOMS and a return made via Perspective to the Local Authority. Racist and bullying incidents are monitored half termly by the Leadership Team. See Anti Bullying Policy.

### **Restraint Guidelines**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to Section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff 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.

Children may be withdrawn from certain privileges. These may include parties, discos, and fun events. In some cases a child's parents may be asked to accompany a trip.

## **Exclusion**

In serious cases parents may be sent for by the Head Teacher and the child removed from school premises. If satisfied that, **on the balance of probabilities**, the pupil did what he or she is alleged to have done; the Head Teacher may exclude the pupil. L.A. procedures will be followed in any cases of fixed term or permanent exclusions.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Following exclusion a timetable for review of progress should be applied consistently – all members of staff, supply teachers and parents aware.

## **Inclusion Statement**

All children follow the School Behaviour Policy. Where children have Special Needs these should be given consideration and they should be treated with sensitivity.

This could include:

More immediate positive reinforcement

- More immediate rewards.
- Liaison with class teacher/SENCO where appropriate/SEN Team.
- Immediate intervention when safety of others and/or themselves in an issue.
- Children involved in setting their own behaviour targets.
- Individual Behaviour Plans.

## **Play times and Lunch times**

Playtime and lunchtime should be a positive experience. Teachers and Midday Assistants work in partnership to encourage positive play and the use of lunch time equipment provided in the playgrounds. We want all children to feel safe and happy in the playground. The School Lunch Time procedures including rewards and sanctions are implemented (see Appendix 1).

Racist/Sexist/Homophobic attitudes and Disability prejudice will be dealt with by Senior Leadership Team.

## **The role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.

The class teachers and support staff in our school have high expectations of the children in terms of work and behaviour, and they strive to ensure that all children progress and achieve.

The class teacher treats each child fairly and implements the School Vision, school and classroom rules consistently. The teacher treats all children in their class with respect and understanding.

The class teacher liaises with the SENCO, Senior Leadership Team, Senior Management Team and external agencies, as necessary to support and guide the progress of each child.

### **The role of the Head Teacher**

It is the responsibility of the Executive Head Teacher and Head of School, to implement the School Behaviour Policy consistently throughout the school. The EHT also reports to governors on a regular basis on the effectiveness of the policy. It is also the responsibility of the EHT to ensure the health, safety and welfare of all children in the school. This is done in partnership with senior staff and the whole staff team. All staff are responsible for implementing the school Behaviour Policy.

The EHT and Head of School has the authority to set fixed-term suspensions to individual children for serious acts of misbehaviour. If a child is showing signs of challenging behaviour, the class teacher should consult with the EHT, HoS and SENCO. The L.A. /SEN procedures including Pastoral Support Development will be implemented. For repeated or very serious acts of anti-social behaviour, the EHT may permanently exclude a child. Both these actions are only taken after the school has acted upon a range of behaviour strategies, and governors have been notified.

### **The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

A summary of the school behaviour procedures is included in the school brochure.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We are building a supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences following the Behaviour Policy, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher, if still not satisfied they should contact the Chair of Governors via the school.

### **The role of governors**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the EHT and HoS in carrying out the guidelines. The EHT and HoS have the day-to-day authority to implement the School Behaviour Policy.

### **Inclusion Statement**

The promotion of positive behaviour will support inclusion as part of our school ethos and within our teaching practice, positively embracing diversity. Guidance and support is provided by the Senior Leadership Team, SENCO and L.A. staff that anticipates changes needed to promote quality learning experiences for all pupils. (E.g. planning and assessment procedures and what makes a good lesson).

We firmly believe that all the cultures in our school should be celebrated, respected and valued by all staff and pupils. We use P.S.H.E. and Circle Time activities to discuss a variety of cultural and lifestyle issues. Daily Collective Worship opportunities are carefully planned to explore a variety of faiths present in our school and wider community. At Bessacarr Primary School we recognise many religious festivals and we use displays, artefacts and music to enhance our understanding and respect. Having 40% of children from differing minority ethnic backgrounds we focus clearly on diversity and use 'Prevent' materials to ensure our pupils respect each other's backgrounds and cultures.

### **Anti-Racism/Anti-Sexism (see also the Racial Equality Policy)**

We believe that it is the right of all pupils to receive the best education Bessacarr Primary School can provide. We do not tolerate any forms of racism, sexism, homophobia or disability prejudiced behaviour. We challenge any incident of prejudice and should an incident occur we follow school and L.A. procedures immediately informing the Head teacher (see Racial Equality and Behaviour Policies). Racist incidents are regularly reported to the Local Education Authority.

We understand that stereotyping and prejudice are caused by ignorance and poor self-image on the part of the perpetrator. Through positive educational experiences and support for each individual's point of view we aim to promote positive social attitudes and respect for all. P.S.H.E. and Circle Time activities are also used to challenge discriminatory attitudes and beliefs.

The SLT and Governing Body are committed to Equal Opportunities and they constantly endeavour to ensure that all members of the school community are treated fairly and with equality in all situations. The EHT and Governing Body are careful to ensure that all interview panels give due regard to this policy so that no one is discriminated against when considering employment or training opportunities on the grounds of sex, race, colour, religion, nationality or sexuality.

**Policy Reviewed: June 2015**

**Next Review Date: June 2016**