



Westbourne School

Educating girls and boys for life

Westbourne School Junior School Behaviour Policy

Person Responsible	Jon Clark
Date Written	Sept 2021
Review required	Sept 2022
Governor	Alison McKinna

Rationale

Westbourne School offers a caring and nurturing environment, where children can flourish and be their best selves. Growing up is not always straightforward, and along the way there are challenges which all young people will face - it is not always easy to make the right decisions. Our Behaviour Policy is a useful tool to remind everyone of the basic expectations of all, and to outline the reward and sanction procedures we have in school.

Aims

1. To support and uphold the schools key values of *excellence*, *inclusion*, *respect* and *resilience*;
2. To provide clarity of behaviour-related procedures.

Expectations

In order to ensure our key values are displayed by all, we expect the following:

That all pupils will

- work to the best of their ability in all areas of their education;
- complete, on time, any homework which is set;
- be welcoming and friendly towards all members of our school community, and any visitors;

- always try to show an appreciation that everyone is different, and that all are equal in dignity and value as people;
- communicate with others in a respectful manner;
- trust that their teachers and the school will put the best interests of the children first in any decision that is made;
- take responsibility for their own behaviour in school;
- learn from any mistakes, and use them as an opportunity to reflect and make better choices moving forwards.

It goes without saying that the pupils will meet these expectations if they are reinforced regularly at home. Where school and home can work together to nurture our 4 key values in all pupils, we will feel confident that we are educating children for life.

A brief note on compliance

This policy is to be read in conjunction with our attendance and punctuality policy, anti-bullying policy and our safeguarding and child protection policy. Our parental code of conduct is also a useful document for explaining to parents how they can support the school on matters related to behaviour. This policy complies with current guidance from the DfE's September 2021 publication of [Keeping Children Safe in Education](#) , and includes a link to [DfE Guidance on Behaviour and Discipline in Schools](#).

Key People

All members of staff have a role to play in terms of supporting our pupils to develop responsible, respectful and positive attitudes towards themselves and others. In all cases, swift management and intervention by the member of staff who is witness to any incidents will have the best outcomes. However, in some circumstances, staff will need to report incidents to members of the pastoral team who will be able to look into any matters further.

The form tutor is the first port-of-call when exploring any pastoral or behavioural incidents. They see their tutees every day and are able to discuss matters with them and help them to reflect. The form tutor is also in a good position to model and highlight desired behaviours on a daily basis. Mrs Paul and Mr Lomax, as Year 6 form tutors, help pupils to make the transition from Year 6 to Senior School.

In his role as Head of Junior School, Mr Clark has overall responsibility for pastoral care across Junior School, and is the team's representative on the Senior Management Team. Mr Clark supports the rest of the team to undertake their daily roles and responsibilities, and chairs weekly meetings with Junior School staff where pastoral / pupil issues are discussed.

As SENCos, Ms Lillywhite will also at times be involved in the discussion and resolving of pastoral matters if such matters involve pupils with SEND.

As Head of PSHEE, Mrs Paul engages regularly with the Junior School team, to keep abreast of any issues which may need particular highlighting in classes. Her input at a strategic level helps us to refine the curriculum to meet the needs of all our children.

In the case of serious behavioural incidents, Mr Hicks will be made aware and will be involved in discussions about sanctions and outcomes. As Headteacher, he has the final say regarding such matters. At times, it will also be appropriate to seek consultation with other members of the school staff (such as the Senior Management Team) regarding specific behavioural incidents, to ensure a decision is reached which is agreed by all.

Please see **Appendix A** for our pastoral flowchart.

Overview

Behaviour is the way in which we act and respond to situations. At Westbourne School we expect the highest standards in behaviour at all times. We believe that each member of our school community is entitled to work in a safe and secure environment with a respectful culture. The school behaviour policy is therefore designed to promote the way in which all members of the school can live and work together in a supportive way.

To ensure that effective teaching and learning takes place we create an environment where students respect others and behave appropriately. We believe that it is important not only to have good general behaviour but also behaviour that enables and encourages good learning.

Our staff expect and model decent behaviour so that our students will be better equipped to become responsible members of the wider community. Staff consistently challenge inappropriate interactions including the use of offensive language. They do this professionally and without humiliation or the use of sarcasm. This policy should be consistently reiterated and reinforced.

Rewards and sanctions

Good behaviour is recognised and praised frequently to promote positive consequences and diminish negative ones. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. We are mindful that extrinsic rewards can lead to a dependency on reassurance. Therefore we ensure a balance in our approach to promote reflection and intrinsic motivation. The most common reward is praise with an explanation for their behaviour, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as particularly noteworthy achievements.

The Golden Rules - *To be read in conjunction with separate PreSchool Behaviour Policy*

KS1 in Junior School and EYFS follow the Golden Rules that have been adapted from Jenny Mosley's work. They are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest

- We work hard
- We look after property
- We are respectful

KS1 Behaviour System

Each pupil has their own personal name peg on each ladder. This is fairly and consistently used and applied during the course of the day by both class and specialist teachers.

The name pegs on the **positive** behaviour ladder remain ongoing throughout the week, this allows the children to strive to reach '**Let's tell The JS Headteacher**'

The name pegs on the **detrimental** behaviour ladder will be used to allow children to see how any negative behaviour is escalating, which allows them to try and turn their actions around. However, their 'pegs' are **always moved** back to the starting point at the **end of each day** thus making sure all pupils will have a fresh start each day.

Positive Behaviour

1. Keep it up!
2. Choose a sticker
3. Collect a behaviour badge
4. Let's tell Mr Clark

Detrimental behaviour

1. Not trying my best
2. Letting myself down
3. Time Out (managed by Teacher)
4. End of day chat with a grown up - Visit to Headteacher & parent/carer collecting that day



Whilst individual recognition is important and valued, children at Westbourne also have the opportunity to contribute towards their class or house team.

KS2 Behaviour System

This ensures an **additional** focus on the positive aspects of behaviour such as kindness and good manners whilst making it clear that unkind and disrespectful behaviour will not be tolerated at Westbourne. The following following ***behaviour ladder system*** will be used initially within each Junior School class in Year 3 - Year 6:

Positive Behaviour

1. **Well done**
2. **Choose a sticker**
3. **Collect a behaviour badge**
4. **Visit to Headteacher**
5. **Postcard home to celebrate success**

Detrimental behaviour

1. **Verbal warning**
2. **Sad face**
3. **Reflection Club (held at break-time – managed by Teacher)**
4. **Visit to Headteacher**
5. **Phone call home**

Each pupil will have their own personal name peg on each ladder. This will be fairly and consistently used and applied during the course of the day by both class and specialist teachers.

The name pegs on the ***positive*** behaviour ladder will remain ongoing throughout the week, this will allow the children to strive to reach '***postcard home***'.

The name pegs on the ***detrimental*** behaviour ladder will be used to allow children to see how any negative behaviour is escalating, allowing them to try and turn their actions around. However, their 'pegs' will **always** be moved back to the starting point at the **end of each day** thus making sure all pupils will have a fresh start each day.

Whilst individual recognition is important and valued, children at Westbourne also have the opportunity to contribute towards their class or house team.

Rewards for good behaviour (including learning behaviours) are awarded as follows:

KS1	KS2
Praise Behaviour Peg Boards in each KS2 class (Year 1- Year 2) see above definition and structure Celebration Assembly	Behaviour Peg Boards in each KS2 class (Year 3- Year 6) see above definition and structure House points

Rewards for effective learning are awarded as follows:

KS1	KS2
Praise Badges (from peg boards)exchanged at the end of the day for a certificate) Celebration assembly Specialist certificates and medals of achievement presented in assembly End of year presentation	Praise House points Celebration assembly Postcards home Specialist certificates and medals of achievement presented in assembly Prize Giving (evening)

Although our emphasis is on rewards to reinforce good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Westbourne has a varied list of sanctions (see above on the pegboard list) that increase in severity dependent on the misdemeanour. This process is shared with staff, pupils and parents/carers to inform all parties and set expectations. All staff ensure that they follow the procedures set out in this policy and apply appropriate sanctions responding immediately to negative behaviours. Whilst inappropriate behaviour must be addressed at all times it is important for the individual to be made aware of their discrepancy and be provided with opportunities to make amends.

Poor personal organisation (KS2)

For example:

- Forgetting diary or parent's signature
- Forgetting equipment or uniform
- Late returning home learning or letters

Staff response: verbal reminder, followed by written reminder. On the third occasion, form teacher or specialist to contact parents.

Inappropriate behaviour (All children)

For example:

- Dishonesty (minor issue)
- Name calling/teasing
- Belittling people or making personal comments
- Whispering about others or laughing at someone hurt or upset
- Ignoring people or leaving them out
- Damaging or hiding belongings
- Use of mobile phone without staff supervision / permission
- Low level disruption
- Poor standards of work

Staff response:

Low level sanction

- A look/non-verbal cue to show you have noticed what is happening and you disapprove. Discuss this cue with the whole class so they can recognise/understand its importance.
- A verbal warning that states how the behaviour is breaching the Golden Rules / Standards
- Formal warning with traffic light system (EYFS) and peg boards KS1 or discussion with teacher (KS2), followed by a reflection on the incident and identifying how to improve this e.g. verbal or letter of apology, demonstrating positive behaviour.
- We do not humiliate children and consequences should not be enforced with an audience.
- If issues persist the Form Teacher will contact parents and a record will be made on the pupil's record.

Serious behavioural choices

Making threats/threatening behaviour

Dishonesty (lying about involvement in issues)

Swearing/ugly language

- Racial or discriminatory comments
- Physical aggression
- Repeated and targeted teasing or name calling (bullying)
- Disrespectful behaviour towards children and adults
- Disrespect of school property
- Inappropriate use of technology e.g. mobile phone, the internet or email

What can be defined as Peer on Peer or Child on Child Abuse?

Peer abuse is the physical, emotional and / or sexual abuse of a child or young person by their

peers (sometimes this abuse is not always between direct peers, but may occur between pupils from different year groups), including:

- Bullying (including cyber-bullying);
- Sexual violence & sexual harassment;
- Up-skirting (photographing genitals or buttocks for sexual gratification and/or victim distress).
Also refer to Annex 2;
- Sexting;
- Teen partner abuse;
- Physical abuse;
- Initiation & hazing rituals & violence;
- Cyber-bullying & sexting.

Peer abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences;
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives;
- Exposure to domestic abuse or witnessing or suffering abuse;
- Educational under-achievement;
- Involved in crime.

Stopping harm & ensuring immediate safety is the first priority of the school.

Emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously.

Peer abuse IS abuse and should not be tolerated. ALL staff, including supply staff, should report any of the above concerns to their DSL immediately.

Taking action. Staff at Westbourne School will:

- Always take complaints seriously;
- Never ask a student for a written statement, it can interfere with a criminal investigation; -
Assess needs of victim and perpetrator;
- Consider referral to Police or Social Care;
- Contribute to multi-agency assessments;
- Convene a risk management meeting;
- Record all incidents and all action taken.

Staff response - High level sanction:

Head / Deputy Head of Junior School should be notified and may meet with the pupil.

Withdrawal of privilege/s - The teacher is responsible for determining the length and type of this sanction in discussion with the Head / Deputy Head. This will be dependent on the severity of the misdemeanour.

Most positive change occurs when a discussion is held during this time and the sanction matches the action in some way (e.g. If a child has been rude towards a staff member, then a personal apology would be appropriate). These sanctions should be carried out with care as often a supportive discussion followed by a verbal apology has a greater quality and long term impact. If this occurs in a specialist's lesson they will inform the form teacher.

Form tutor should inform parents/carers of the misdemeanour and the sanctions that have been put in place. Depending on the regularity and type of offense a progress report card may be issued for a week or comments may be placed in the diary. This will be monitored by form tutors and sent home each evening to parents/carers.

Parents may be invited into school to discuss the issue and way forward. Notes are added into pupil records.

Repeated serious behavioural choices: Head of Junior School informed and involved, Headmaster informed. Sanctions could include suspension and exclusion.

Parents will be contacted and invited into school to discuss the issue and way forward and informed of appropriate sanctions.

The school does not use corporal punishment.

Please refer to our Safeguarding and Child Protection Policy for any further information regarding links between behaviour and child protection. Please also refer to our Anti-Bullying / Peer Abuse policy for information regarding these matters.

A note on mobile phones

The use of mobile phones is not permitted at any point within the school day or on the school premises, without the express permission of a member of staff (who may, on occasion, choose to allow pupils to use them at their discretion). The member of staff must be present to supervise such use of mobile phones, and permission must be granted on each separate occasion (i.e. staff cannot

issue individual pupils or groups with ‘blanket permission’ to use their phones). It is expected that older JS pupils’ phones will be handed into the JS office at the start of the day and collected at the end of the day. If a member of staff sees a pupil using their mobile phone in the school day *without permission from a staff member*, the phone will be confiscated and returned to the pupil 24 hours later. If confiscation occurs on a Friday, the pupil’s phone will be confiscated for the remainder of that day, and returned to them at the end of the school day so they can have it for the weekend or holidays. However, the phone will then need to be handed back in to the school office on the next school day, and the pupil will be able to pick it back up *at the start of the following school day*. The phone will be kept in a secure place in the school office for the duration of its confiscation. In the event of a confiscation, parents will be informed by the school office.

Parents are asked to support school in this respect by **not contacting their children on their mobile phone throughout the school day**. Instead, parents should always contact the school office regarding any matters relating to their child. This will ensure our expectations are not undermined in any way, and so there is fairness for all children. We take great pride in the fact that our pupils are able to socialise with one another without the addition of mobile phones throughout the school day and on school trips.

Use of reasonable Force

All staff members are aware of how to use reasonable force in school, as per DfE guidance and guidance from Sheffield Children Safeguarding Partnership, which also makes reference to Keeping Children Safe in Education 2021. [Reasonable Force, Searching & Screening](#). (See Appendix C for more information regarding the use of reasonable force in school).

The safeguarding team within school have had Prevent training, so are aware of how to respond to and report related incidents.

Signed: J. Clark

Date: Sept 2021

To be reviewed Sept 2022

Appendix A - Key People

The Pastoral Team
All Form Tutors
Ms Lillywhite (SENCo)
Mr Tedcastle (Dept Head of Junior School)
Mr Clark (Head of Junior School & DDSL)
Mr Hicks (Headmaster)

Appendix B - The use of reasonable force in school (including searching)

Reasonable force describes actions that involve a degree of physical contact with pupils e.g.: **Control:** passive or active physical contact

Restraint: hold physically or control

Reasonable in the circumstances: using no more force than needed

Staff should avoid acting in a way that might cause injury, but in extreme cases it may not be possible.

Who can use reasonable force?

- All staff have legal power to use reasonable force
- Anyone the Headteacher has temporarily put in charge of pupils e.g. volunteers or parents

Reasonable force can be used to prevent pupils:

- From hurting themselves or others
- From damaging property
- From causing disorder

The decision is the professional judgement of staff & based on the individual circumstances, e.g. to:

- remove disruptive children from the classroom
- prevent a pupil from disrupting an event, trip, visit
- prevent a pupil leaving class if this would risk safety or lead to disruptive behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves

Unacceptable techniques:

- seated double embrace: forcing pupil to sit & lean forward while monitoring breathing
- double-basket: holding arms across chest
- nose distraction: sharp upward jab under nose

It is unlawful for education settings to use force as a punishment.

Physical contact with pupils is sometimes appropriate e.g.:

- walking together at the setting or on a trip
- comforting a distressed pupil
- first aid
- when a pupil is being congratulated or praised
- demonstrating the use of e.g. musical instrument, exercise or PE/sports coaching

Westbourne School does NOT have a 'no contact' policy; staff have a duty of care to prevent pupils causing harm. Schools do not require parental consent to use force on a student.

Search & seize powers in education settings

Article 8, European Convention on Human Rights says:

- Pupils have the right to expect a reasonable level of personal privacy
- any interference with this right must be justified and proportionate

Power to search pupils:

- Staff can search pupils with their informed consent for any item
- Schools do not require formal written consent from the pupil, verbal agreement is sufficient
- If staff suspect a pupil has a banned item, they can instruct them to turn out their pockets or bag
- If a pupil refuses to cooperate school can apply an appropriate disciplinary penalty

Searching without consent:

The Headteacher & authorised staff have a statutory power to search pupils or their possessions without consent if they suspect they are carrying the following prohibited items:

- knives, weapons, fireworks
- alcohol & illegal drugs
- items stolen or used for offence, injury, damage
- tobacco and cigarette papers
- pornographic images

Who can search for a pupil?

- staff & witnesses of the same sex as the pupil **unless** there is a risk of serious harm if you do not search immediately and it is not reasonable to summon other staff.
-

Who is authorised to search?

- The Headteacher must decide who to authorise & this does not have to be in writing
- Staff can be authorised to search for some items but not others
- No member of staff must be **required** to search a pupil

Authorised staff (without reasonable force) can:

- Only search for items banned in the rules
- Only search without consent on the premises or where they have lawful control of the pupil
- seize, confiscate, retain, and dispose of items considered harmful or detrimental to discipline

Confiscation:

Staff can seize any prohibited item found as a result of a search and seize any item they consider harmful or detrimental to school discipline. Offensive weapons, drugs, pornographic images & stolen items must be passed to the police. Staff who find an electronic device that is prohibited or has or could be used to commit an offence, cause personal injury, damage property, disrupt teaching or break the school rules can:

- Examine any data on the device
- Delete data unless giving it to the police
- Data relating to an offence should not be deleted

Force cannot be used to search for items banned under the school rules.

How incidents are recorded:

If a member of staff or a volunteer/parent has needed to use reasonable force, they are asked to make a written report of the account immediately afterwards, and also to inform the Designated Safeguarding Lead (DSL) of the incident. A copy of this report will be retained in the pupil's file, and the Headteacher will also be informed. It may be appropriate for the person who has used reasonable force to attend a follow-up discussion with the DSL and /or teacher. Parents / carers will also be informed if reasonable force has been used on their child.