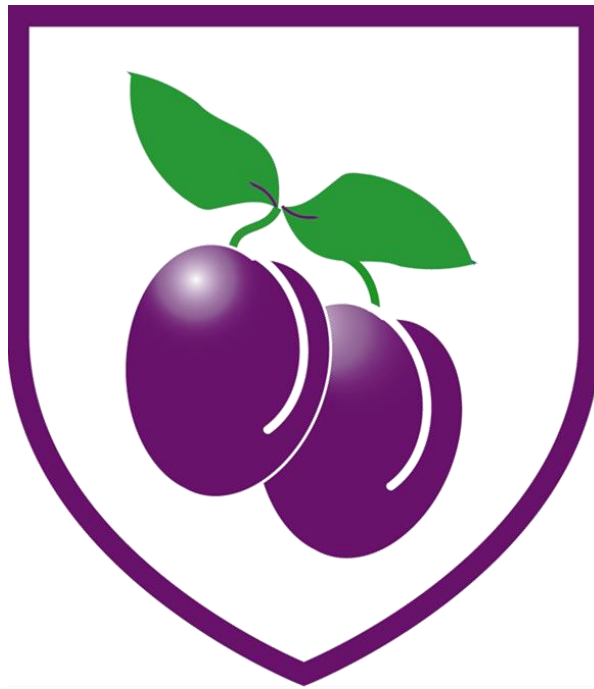


Behaviour Policy

Plumcroft Primary School



Date – November 2024

Review date – November 2025

School contextual information

Plumcroft Primary school is situated on two sites within the Royal Borough of Greenwich, in Woolwich. Woolwich is a vibrant part of South East London, but one that suffers from high levels of deprivation and unemployment. With 40.2% of Woolwich children living in poverty, a third higher than the national average (University of Loughborough, 2018), Woolwich falls within the most deprived 20% of areas in England, (Department for Communities and Local Government 30/09/15). Within Woolwich, 63% of the population is Black or Minority Ethnic, with established Nigerian and Ghanaian communities and communities from Asia, the Middle East and new EU countries. 2 of 30 Plumcroft has 35% of children on Pupil Premium. At present, 32% of children qualify for FSM. We have a wide variety of ethnicities with over 50 languages spoken by our families. The largest ethnic group is White British at 30%. The second largest group is Black African at 15%

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We believe at Plumcroft School that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We encourage pupils to achieve in a learning environment where self- discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

AIMS

- To create an ethos that makes everyone in the school community feel valued and respected regardless of background, SEND and ability.
- To promote good behaviour by forging sound working relationships with everyone involved with the school .
- To promote self- discipline among all pupils
- To act to prevent all forms of bullying among pupils by encouraging good behaviour and respect for others

1.SLT WILL

- Lead the development of this policy throughout the school
- Work closely with staff and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises
- Monitor school support systems
- Undertake classroom monitoring
- Create links with parents
- Deal with external agencies
- Review and monitor behaviour and this policy

2.ROLE OF THE NOMINATED GOVERNOR

- Ensure the policy and linked policies are up to date
- Ensure that everyone connected to the school is aware of this policy
- Annually report to the Governing Body on the success and development of this policy

3.ROLE OF SCHOOL PERSONNEL

School personnel are expected to

- Comply with all aspects of this policy
- Encourage good behaviour and respect for others and apply all rewards and sanctions fairly and consistently
- Promote self- discipline amongst pupils
- Deal appropriately with any unacceptable behaviour
- Provide well- planned, interesting and demanding lessons, which will contribute to maintaining good standards of behaviour
- Attend training on and discuss behaviour management – where appropriate with SLT
- Ensure the health and safety of all pupils in their care
- Identify problems that may arise and offer solutions to the problem
- Implement the school's equalities policy
- Report and deal with all incidents of discrimination
- Report any concerns regarding the school community to SLT
- Deal with children with SEND, who present with challenging behaviour, appropriately.

4.ROLE OF PUPILS

Pupils are expected to

- Be aware of and comply with this policy
- Be polite and well behaved at all times
- Show consideration for everyone in the school community
- Make suggestions about how to improve school behaviour
- Listen carefully to all instructions and requests given by school staff
- Ask for further help if necessary
- Treat others, their work and equipment with respect
- Speak politely to others using appropriate language which is neither abusive nor offensive
- Take part in questionnaires and surveys to promote good behaviour and development of the school.

5.ROLE OF PARENTS/CARERS

- Comply with this policy
- Have good relationship with the school
- Support the school in expecting good behaviour
- Sign the school's "Home School Agreement"
- Ensure their children understand and value good behaviour
- Support school rules, rewards and sanctions

6.UNACCEPTABLE BEHAVIOUR

Unacceptable behaviour is defined as

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude and rudeness towards both staff and peers

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

7.BULLYING

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school and the community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

All pupils should know the consequences of bullying

All known/reported incidences of bullying will be investigated by the class teacher or by a member of SLT. This may include questioning children and looking at CCTV.

All incidents will be dealt with individually depending on the circumstances and children involved. The child displaying unacceptable behaviour may be asked to listen to the victims' feelings or apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. E.g., a parent's being informed about their child's behaviour, detention, lunchtime clubs to avoid further social issues, internal exclusion or if extremely serious then fixed-term exclusion from school. Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g., counsellor or outreach services.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded on the school behaviour log and monitored to ensure repeated bullying does not take place.

8. PREVENTION OF BULLYING

At Plumcroft we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, workshops, school council, questionnaires, playground friends, lunchtime clubs, competitions and SMSC/PSHE curriculum topics. If a cohort are particularly susceptible to use unacceptable behaviour towards each other, we may also invite in theatre groups/workshops relevant to the particular needs of the classes as a preventative measure. We will also liaise with and ask advice from outreach services who will assist with larger group support.

The ethos and working philosophy of Plumcroft means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded. The topic of bullying is visited regularly, which informs the children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to discuss bullying and report any concerns about other children's behaviour.

Staff are vigilant about grouping of children as friendship groups may bring about the imbalance of power, which may lead to others feeling excluded or unwelcome. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell a friend – who can help to tell an adult
- Tell a teacher or adult
- Tell a member of SLT
- Tell a parents or sibling

Recording of bullying incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. This can also be recorded on the "white sheet". In the case of racist bullying, or any serious bullying, this must be reported to SLT so that they can deal with the issues immediately. All incidents of bullying will be discussed with all relevant staff and the parents of the children involved, in order that everyone can be vigilant and that further incidents can be prevented.

9. PREVENTING UNACCEPTABLE BEHAVIOUR

Senior staff are positioned at all entrances to school every morning. This ensures that there is a member of staff to talk with any pupil or parent, meaning any issues can be discussed and deescalated before a child starts their day. Problems that can easily be diffused may seem insurmountable to a child and cause them stress and anxiety. It is our job at Plumcroft to take all of these seriously to support the child and enable them to have a positive day.

We will also be flexible and adaptable to meet the needs of all pupils- this means that we will take into account, when dealing with behaviour, the individual child and their specific needs. We will give a child time to calm, if necessary, so that an escalation of unacceptable behaviour is kept to the minimum.

We will also have personalised de-escalation plans in place to support those children who this is appropriate for.

Children will be signposted to clubs and other activities to support their behaviour especially if they find the playground environment more challenging.

Members of staff who a child responds well to will be sought to talk with children at times of difficulty.

School House Captains and Well-Being Ambassadors are in place to be the voice of the children and are able to bring suggestions and ideas re how we could improve our school to meetings with their houses and members of staff.

We have chickens which are used as a reward for children demonstrating positive behaviour – these are also used in order to prevent unacceptable behaviour and will be stated in a behaviour plan with some children.

The school dog is also used as an incentive.

10. RESPONDING TO UNACCEPTABLE BEHAVIOUR

Staff will endeavour to create a safe and calm environment by always challenging behaviour that is felt to be unacceptable, by responding in a consistent, fair and proportionate manner, so pupils know with certainty that challenging behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them behave in an acceptable way.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at break or lunchtime
- Detention at lunchtime
- Attending lunchtime club in order to adapt and change their behaviour and reflect on and discuss where things went wrong
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Removal of the pupil from the classroom
- Suspension

Personal circumstances of the pupil will be taken into account when choosing sanctions

11. Confiscation and searches

Pupils will not be searched in school unless their parent or an adult nominated by the parent is present.

CONFISCATION

We will confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parent.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited or dangerous items.

A member of SLT can search a pupil's possessions when the pupil and another member of staff are present.

12. Zero-tolerance approach to sexual harassment

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments by discussing the incident with DSL and/or DDSL, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

13. EXCLUSION

The Headteacher and Governing Body has decided that in exceptional circumstances that exclusion will be used as a sanction.

14. PUPIL SUPPORT SYSTEMS

A number of behaviour support systems are in place and are proving effective in promoting good behaviour. All school personnel work hard to ensure these are adhered to in order for the behaviour of pupils to continue to be positive.

- Children are listened to carefully in order to support them to choose to behave in an acceptable and appropriate way
- All children have an opportunity to discuss any challenges they have in order to resolve issues in a way that avoids their reoccurrences
- Behaviour charts are implemented when necessary and reviewed as agreed with staff and the child to encourage positive behaviour changes.
- All staff will use the “white sheet” and “pink TO slips” in line with the schools agreed behaviour system
- Entries on the “white sheet” will be monitored by SLT and if more than 3 entries, will be discussed with the child by a member of SLT.
- When thought appropriate school counselling will be put in place.

15. CELEBRATION OF GOOD BEHAVIOUR

- Regular praise and encouragement are part of the school ethos
- Weekly achievement assembly
- House points are awarded
- Raffle tickets
- Headteachers book and gold stickers.

16. OUTSIDE AGENCIES

We seek support for pupils who demonstrate persistent challenging behaviour from

- Educational psychologist
- Behaviour outreach service

17. INCIDENTS

- All incidents of unacceptable behaviour are recorded on the “white sheet”
- These are thoroughly investigated and discussed with the children
- Parents are informed of incidents- if deemed necessary by school adults as many issues and incidents can be dealt with efficiently by the school. This results in a pupil changing their unacceptable behaviours.
- Sanctions are applied consistently and fairly.

18. RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy by

- The school website
- School events
- Meetings with school personnel
- Reports to the Governing Body

19. TRAINING

We will ensure all school personnel have equal chances of training.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines

20. EQUALITY IMPACT ASSESSMENT

Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, identity, race, religion and sexual orientation.

We believe this policy is in line with the Equality Act 2010 as it is fair. It does not prioritise or disadvantage any pupil and helps to promote equality at the school.

21. MONITORING THE EFFECTIVENESS OF THE POLICY

The effectiveness of this policy and systems within it will be reviewed by SLT and the necessary improvements will be implemented.

