

Halesowen C of E Primary School



We care, we trust, we believe.
We share, we enjoy, we achieve.

Behaviour Policy

Signed by

Headteacher: *J. Knowley* Date: 4.9.23

Chair of Governors: *J. E. Price* Date: 4.9.23

Proposed review date: September 2025

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School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Introduction

At Halesowen C of E we believe that every child in our care is entitled to the best possible education. We recognise the key to learning at our school is quality first teaching. It is important to us that learning here is fun and purposeful. To achieve this it is essential that children follow school responsibilities and that they are ready to learn.

Aims and Objectives

The Primary aim of this policy is to make it clear to everyone the high expectations we all share for behaviour at Halesowen C of E .We expect everyone to have respect for others. To achieve this we all need to follow an agreed set of responsibilities. Within school, with the support of parents, we will teach children about how to behave well so they develop into good citizens. We need everyone to be a positive role model to achieve this and ask that parents also adhere to school responsibilities when they are at school.

The objectives of this behaviour policy are:

- To ensure the principles of our Christian ethos, the school values and SMSC (Spiritual, moral, cultural and social) values are embedded throughout our approach to positive behaviour management.
- To articulate the expected standards of behaviour to all children and families.
- To ensure children understand the difference between acceptable and unacceptable behaviour within school and the wider community.
- To make sure children know and understand their rights as members of the school community.
- To make sure children know and understand that their actions and behaviours have certain consequences.
- To ensure staff have a clear and consistent approach to behaviour that all stakeholders are aware of.
- To explain how we celebrate positive behaviour
- To ensure that all children have an equal opportunity to achieve; this will be achieved through positive action regarding culture, religion, home language, gender and ability.
- To ensure all children with additional needs in regards to behaviour and pastoral issues have their needs met to the best of our ability with the support of parents
- To help us prepare children for life outside of Halesowen C of E by teaching and encouraging them to problem solve and resolve issues by talking and empathising with others.

Roles of stakeholders

The Role of Governors

Our governors' role is to support, monitor and review the school's approach to behaviour. In particular they should:

- Support the school's culture of high expectations for behaviour.
- Support the use of appropriate behaviour strategies by allocating resources effectively.
- Ensure that the school buildings and premises are used optimally to support consistent approaches to behaviour.
- Monitor the effectiveness of the school's behaviour and pastoral approaches through the school's self-review processes, which include

reports and presentations from school leaders and head teacher's reports to governors.

- Attend relevant training about behaviour.
- Form part of the discipline panel (exclusions)

The Role of the school

We believe that parents and school both have a fundamental role to play in supporting children to follow our school responsibilities.

As a school we will:

- Ensure that behaviour is lead well across school by a designated senior leader . Our behaviour lead is Miss C Davies.
- Have high expectations.
- Share the behaviour policy on the school website.
- Ensure the children are aware of expectations and are treated consistently in line with school policy.
- Communicate with parents when necessary (and promptly) regarding positive behaviour or behaviour causing a concern either face to face, via a message, email or a letter.
- Hold regular parents' consultations where parents can discuss any issues relating to behaviour.
- Sending parents an annual report.
- Not discuss the finer details of sanctions with parents other than those receiving the consequence
- Regularly train our staff so they are aware of the school's approach.

The Role of the Parents

We believe that parents are responsible for supporting their children and the school in implementing school policies. We would therefore expect parents:

- To support the school in achieving our high expectations implementing our behaviour policy by expecting children to follow school responsibilities when on the school site; whether that be before, during or after school hours.
- To ensure that their child attends school every day except in the case of them being too ill to attend. (see attendance policy)

- To ensure that their child is equipped for school with the correct uniform, PE kit and any other equipment they may need.
- To do their best to keep their child healthy and fit to attend school and to inform school if there are matters outside of school that are likely to affect a child's behaviour.
- To promote a positive attitude towards the school's ethos.
- To fulfil the requirements set out in the code of conduct for families
- To attend any meetings with staff as and when required to discuss behaviour.
- To attend parents consultation meetings
- To accept that discussing the finer details of the sanctions of another child cannot happen due to confidentiality.

Role of the children

The children play a really important role in the implementation of our behaviour policy. They contribute to the design of class responsibilities and along with the staff, live out our ethos and values every day. We expect children to:

- Make every effort to maintain our high expectations.
- Understand and respect that there have to be an agreed set of responsibilities to help us all to stay safe, be happy and learn.
- Always aim to do their best each day but also accept that we all make mistakes but the most important thing is to learn from them.
- Show empathy to others and consider their feelings at all time.
- Work together as a team within their classes and houses.

Key considerations

At Halesowen C of E we have identified the following key considerations for behaviour management:

- Clear and consistent high expectations for all.
- Rights and responsibilities.
- Being ready and prepared to learn. (Including attitudes to school and attendance)
- The behaviour pathway
- Rewards
- Extreme behaviour including bullying, prevent etc
- Meeting the needs of all children.
- Working together as a whole school community to achieve high expectations.

CLEAR AND CONSISTENT HIGH EXPECTATIONS FOR ALL

At Halesowen C of E we have chosen rights and responsibilities that fit in with our Christian ethos. All children are made aware of these at the start of the academic year and are reminded of them throughout the year.

We want all children to feel safe and happy whilst they attend our school and part of this is that we treat them all fairly. We have high expectations in all areas of school life because we know all of our children can achieve great things if we believe in them and expect it from them.

The adults at Halesowen C of E live out the values in the way they care for and support the children when they are in school.

“The best thing about Halesowen is the staff because they treat us like their family” (Children of Halesowen C of E Siams report 2017)

The most important aspect of our behaviour approach is that it is consistent so all children know the high expectations and can achieve positive behaviour inside and outside of the classroom. We will model these to the children, so they understand what is expected.

We also recognise that positive, trusting relationships are the key to supporting children. We recognise that we are working with children and that their primary years are where they are learning the difference between right and wrong; this means that from time to time they may not follow school responsibilities, but our consistent approach means we can support them to change their behaviour in the future.

Staff develop positive relationships with pupils. There are clear routines and pupils follow these carefully. As a result, lessons are calm and children listen to their teachers. Pupils have positive attitudes to school. They are keen to learn and do well. (Ofsted Report 2022)

RIGHTS AND RESPONSIBILITIES

The School Motto

The school motto is: **'We care, we trust, we believe. We share, we enjoy, we achieve'**. This motto underpins every aspect of behaviour within Halesowen C of E.

Halesowen C of E Rights (Taken from the Jigsaw Charter):

- The right to learn
- The right to be respected and treated fairly
- The right to be heard
- The right to feel safe.

School Responsibilities

Our current whole school responsibilities are:

- To allow others to learn,
- To respect others and treat them fairly, *“Do to other as you would have them do to you” (from Luke Chapter 6 in the Bible)*
- To listen to others
- To keep others safe.

We discuss these and personalise them to what they look like in different areas of school life.

Class Responsibilities

These are agreed at the start of each academic year by the class and the teacher. We follow the Jigsaw Learning Charter and use the school’s rights and responsibilities to help us form these.

Classes then agree how they are going to keep to these responsibilities. They are discussed within the children’s PSHÉ sessions, building on the children’s learning from the Jigsaw unit ‘Being me in my world. Classes may review class responsibilities as the need arises. They should be displayed in each classroom and referred to whenever discussing classroom behaviour.

BEING READY AND PREPARED TO LEARN

Children who are ready and prepared to learn when they arrive at school find it easier to follow school responsibilities. We try to encourage independence, good organisation skills and perseverance. This is an area where parents can really support their children.

Attendance and punctuality

If children attend school regularly, they gain the greatest benefit from their education as they can maximise their potential and take full advantage of the learning experiences available to them. Children who attend school regularly and on time have a clearer understanding of how to follow the school responsibilities consistently

We believe that every day matters. Positive attitudes to learning are reflected in regular and punctual attendance at school.

Attendance is monitored closely both by the school and the Department for Education.

Ensuring a child's regular attendance at school is a parental responsibility. This is recognised in law and permitting absence from school without a good reason is an offence in law and may result in prosecution.

As a school we are proactive and work closely with parents/carers to try and ensure attendance is good. Where we have concerns we communicate with parents and meet to discuss these. We seek advice from the education investigation service when necessary. (Please see attendance policy)

The headteacher is only able to grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. We cannot grant time off for family holidays and If you take a leave of absence which **is not authorised** by the school for 10 sessions (5 days) or more **you will be issued with a fixed penalty fine** via the Education Support Service.

An application for a leave of absence must be made in writing to the school at least 10 school days before you are intending to take your child out of school.

Be Prepared

Children behave more consistently at school when they arrive feeling prepared to learn. When children attend school we try to encourage them to become more independent but there are some things you can help them with to make sure they are prepared for school such as:

- Making sure they wear the correct school uniform
- Making sure they wear their PE kit on the correct days
- Making sure they have their swimming kit in schools on the days they need it.
- Making sure they bring in reading books, home learning, and laptops or any resources they are asked to bring in.
- Reading letters, messages and emails sent out, referring to the school website to keep up to date with things at school.

Mobile Phones

Pupils are not allowed to have mobile phones in school. If they are in Year 6 they are allowed to bring them to school if they are walking on their own. They must be turned off before going through the school gates and handed into the office when they arrive in school, and they will be returned at the end of the day. Children are not allowed to have their mobile phone turned on when on school premises.

Ready to learn

Sometimes children come into school upset or distracted because they have had a bad weekend, night or morning at home. We understand sometimes this cannot be avoided if something has happened at home but communication with staff is crucial. Please share with us if children may be feeling emotional, tired or distressed for some reason. We can then make sure they are ready for the day and can ensure this does not affect their behaviour. We try hard to understand children's emotions. To enable all children to share feelings we use the Colour Monster Story.

THE BEHAVIOUR PATHWAY

At our school we have a behaviour pathway that children travel along each day. Every child starts the day on Sunshine Yellow. If they follow the school and class responsibilities in class they remain on Sunshine Yellow. If they don't follow these class responsibilities they may move down the pathway and will be reminded to correct behaviour. Throughout the day if they show excellent behaviour they can move onto super to be silver. If they show excellent behaviour across the week or do something that is truly exceptional they can be Great to be Gold. If children are on school trips, they will still have the same behaviour pathway applied.

The behaviour pathway - Foundation Stage (Reception and Nursery) :

- **Great to be Gold** (Share with Parents –Good News Postcard)
- **Super to be Silver** (Share this with Parents- Good News Message)
- **Sunshine Yellow**
- 1st Reminder
- 2nd Reminder
- **Feeling Blue** sit out from the group and think about behaviour. (Logged on CPOMS and Parents informed)

- **Reflective Red** speak to another teacher/ leader. (Logged on CPOMS and parents informed)

Behaviour will be regularly tracked. Parents of children who persistently get blue and red warnings may be invited in to discuss their child's behaviour

The behaviour pathway – Key Stage 1 and 2

- **Great to be Gold** (Share with Parents –Good News Postcard)
- **Super to be Silver** (Share this with Parents- Good News Message)
- **Sunshine Yellow**
- 1st Reminder
- 2nd Reminder
- **Feeling Blue**- withdrawal within class (Parents informed and Record on CPOMS)
- **Reflective Red**- Removal to a senior leader (Logged on CPOMS and parents informed)
- Sent to Head teacher and letter sent home.

Any behaviour deemed to be extreme will be referred directly to the senior leadership team. This could include physical aggression, racism, prejudice, severe defiance, foul and abusive language etc. Parents will be informed.

Children who name call to others will be immediately placed on Feeling Blue and will miss the following playtime. We have a zero tolerance of this as part of our high expectations.

As the behaviour pathway is the same in all year groups, children understand it as they move through the school. As children join our school they will be introduced to our high expectations, sanctions and rewards by the class teacher.

Playground behaviour

The behaviour pathway is also used during unstructured times like playtime and dinnertime; however, this is tracked separately to the classroom as different adults may be on duty with children during these times. Parents will be informed if children reach blue or red at playtime/ dinnertime.

Playground Responsibilities

- ✓ We look after each other and play safely.
- ✓ We show respect to every adult on duty.
- ✓ We listen to people and follow instructions.
- ✓ We say sorry if we bump into or hurt anyone by accident.
- ✓ We are kind. We do not hurt other people's feelings.

Behaviour Pathway at Playtimes and Lunch Times.

- **Great to be Gold** (Share with Parents –Good News Postcard)
- **Super to be Silver** (Share this with Parents- Good News Message)
- **Sunshine Yellow**
- 1st Reminder
- 2nd Reminder
- **Feeling Blue**- sat out for a short period of time (Parents informed and Record on CPOMS)
- **Reflective Red**- Removal to a senior leader (Logged on CPOMS and parents informed)

Instances of aggression/aggressive play will result in an immediate removal from playtime/ dinner time(either in the hall/ classroom or outside). More severe incidents will result in further sanctions at the discretion of the behaviour lead/Head teacher and parents may be informed.

Peer Mediation and Play Leaders.

Year 6 children are trained to be play leaders to run games for the children in Years 1 ,2 and 3 during lunch times.

Children in Years 5 and 6 will be trained to be Peer Mediators. Peer mediation is conflict resolution for children by other children. Peer Mediators are trained in the process and skills needed to mediate between two parties neutrally making lunch times more peaceful for all.

Behaviour tracking

The behaviour lead (Miss Davies) will track behaviour half termly on CPOMS. It is therefore really important that all instances of Feeling Blue, Reflective Red,

and instances of physical aggression, racism, prejudice, severe defiance, Foul or abusive language or bullying allegations are logged.

Parents will be invited in for a meeting with a member of the behaviour lead or the SENCO to discuss any behaviour concerns. Parents are invited to discuss concerns regarding communications received about Feeling Blue or Reflective Red with class teachers in the first instance.

REWARDS

- Children in Nursery and reception are rewarded with stickers.
- Children in Years 1 to 6 are awarded house points for good work and good behaviour.
- When 100 house points are gained a 1-star badge is awarded in a 'House Assembly'.
- For 200 points, a special sticker is awarded.
- For 300 house points a 2-star badge is awarded,
- 500 house points a 3-star badge is awarded in Achievers Assembly.
- For 800 house points a silver badge is awarded.
- For 1000 house points a certificate is awarded
- For 1500 house points a gold badge is awarded.

'Star of the Week' certificates are awarded to individual children during whole school collective worship for learning and behaviour most weeks. Parents are invited to attend.

Children who are Super to be Silver or Great to be Gold will receive messages home.

Each classroom has a recognition board which is linked to the Collective Worship value for the half term. Any Adults in the class or around school can add children to the recognition board if they are seen displaying the value. Even other children can nominate another child to go on the recognition board.

The aim is for **all** children to be in there by the end of an agreed period. When this "pot of gold" moment is achieved the teacher will play the song GOLD so everyone knows in the corridor and celebrates.

EXTREME BEHAVIOUR

Extremist organisations can develop and popularise ideas which create an environment conducive to violent extremism and terrorism.

Education can be a powerful tool, equipping young people with the knowledge, skills and reflex to think for themselves, to challenge and to debate; and giving young people the opportunity to learn about different cultures and faiths and, to gain an understanding of the values we share.

School Actions:

- Follow the latest guidance in Keeping children safe in Education document.
- Agree value statements that are inclusive of all students.
- Review the curriculum and pupil participation and safeguarding processes.
- Develop critical personal thinking skills and using curriculum opportunities including small group work.
- Implement social and emotional aspects of learning.
- Explore and promote diversity and shared values between and within communities.
- Challenge racism and other prejudices.
- Support those at risk of being isolated.
- Build ties with all local communities, seeking opportunities for linking with other schools.
- Use anti-bullying strategies to minimise hate and prejudice-based bullying.
- Use restorative approaches to repair harm caused

NOTICE – CHECK – SHARE

- School staff need to follow this process through – **notice** vulnerabilities and signs, **check** – speak to colleagues and **share** – either internally or externally

Leaders teach pupils to be accepting and tolerant of individual differences. Pupils are respectful of others and understand that this will help them in later life. (Ofsted 2022)

Bullying

Our rights say children have the right to be respected and treated fairly, the right to be heard and the right to feel safe.

We aim to address by bullying through positive education about being kind to others through our PHSE curriculum (Jigsaw) and also through our values and Christian ethos.

We teach children to recognise the difference between falling out, exploring friendships and bullying.

We believe:

- Name calling is not acceptable, and we have a zero tolerance of this.
- Any Physical aggression, racism, prejudice, severe defiance, foul and abusive language is referred straight to a senior leader.
- Children and parents should feel confident that issues of alleged bullying will be dealt with fairly and promptly. The class teacher is the best person to be made aware in the first instance.
- Assemblies, PHSE and Computing lessons are the best ways to promote our anti-bullying approach and to emphasise our refusal to tolerate the behaviour of children who persist in being unkind to others.
- There is a common consensus about potential bullying behaviours and what constitutes bullying or cyberbullying.
- Through the vigilance, care, consistency and commitment of all staff any unacceptable behaviour or incident witnessed will be challenged.
- Children will be taught that there will be consequences as a result of their behaviour but this is done alongside a restorative approach where we explore how the bully is feeling as well as the victim and to raise awareness of the impact of their actions / choices on other.
- We do teach as part of our Christian ethos that we should say sorry if we have done something wrong and learn from our mistakes. We accept apologies from other people and show forgiveness as we are taught in the Bible.

What Is Bullying?

- Bullying is *repeated* aggression, verbal, psychological or physical conducted by an individual or group against others over a period time. (DFES Guidelines).
- Bullying is an abuse of power.
- Bullying is the breaking down of a person.
- Bullying can occur through several types of anti-social behaviour.
- A child can be physically punched, kicked, hit, etc.
- Cyberbullying – where a child is bullied online or via messages.
- Verbal abuse can take the form of name-calling. It may be directed towards physical/social disability, or personality, family, academic performance, etc.
- A child can be bullied simply by being excluded from discussions or activities with those they believe to be their friends.

What Bullying Is Not

- Bullying is *not* an isolated incident of aggression between children.
- Bullying is *not* Falling out with friends- Disputes will take place between children and will be dealt with accordingly.

Unpleasant as these incidents are, they are not bullying and should not be reported as such.

Action to be taken when bullying is suspected

- If bullying is suspected we talk to the suspected victim, the suspected bully, and any witnesses. -using a restorative approach.
- These conversations will be recorded and reported to the Head Teacher if bullying is found to have taken place.
- If any degree of bullying is identified, help and support will be given as is appropriate to both the victims and the bullies.
- The reasons for a child exhibiting bullying behaviours will be investigated and addressed.
- Support may include peer support, counselling and nurture group. It may include the whole class through circle time.
- Consequences may include counselling, no-blame support group, apology, written apology, sanctions, e.g. loss of breaks or other privileges, involvement of parents, school detentions and, in extreme circumstances, exclusion.
- The Headteacher is responsible for ensuring that issues are fully resolved.

- The school will record bullying incidents on CPOMs and the responses to them.
- In cases of cyberbullying, we will work with the parents to support their child. We will advise them of what they can do. In some cases, we may also contact the parents of the other children involved.

Banned items and Searches

Instances of children bringing banned items into primary school are thankfully very rare however we do need to have the attitude it could happen here.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil and an adult will have to collect them from school.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Prohibited Items

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Searches

Searches will only be carried out by a senior member of staff (where possible the same sex) directed by the head teacher, and they will only be carried out as a last resort.

There will be another adult to witness any searches. All searches will be documented on CPOMS.

A search can be carried out if a member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

An appropriate location for the search will be found, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they continue to refuse, parents will be contacted.

An authorised member of staff may search a pupil’s outer clothing, pockets or school bag ‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions - Possessions means any items that the pupil has or appears to have control of, including:

- Bags

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened- why a search was needed
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search). If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Suspension and Permanent Exclusion

“This government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.” Taken from “Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement” September 2023 DFE

Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods or permanently excluded. It can be for specific issues e.g. lunchtime behaviour- so suspended for lunchtimes.

Whenever a head teacher suspends a pupil they must, without delay, notify parents of the period of the suspension and the reason(s). This should then be followed up in writing. The headteacher should also notify the governing body and local authority.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

More information is included in the full DFE policy. [Suspension and permanent exclusion guidance september 23](#)

Physical restraint

At Halesowen C of E we try to use strategies to deescalate situations pupils displaying challenging behaviour. However from time to time restraint may be needed to keep children safe.

(Taken from "Use of reasonable force" DFE 2013.)

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

All members of school staff have a legal power to use reasonable force. However we will always seek to de-escalate a situation first.

Please see [Use of reasonable force](#)

Allegations

The **Headteacher** will deal with allegations made against school staff.

Halesowen C of E Primary School will follow the 'Managing Allegations Against Staff or Volunteers' (DSCB Procedures) in conjunction with Keeping Children Safe in Education.

If any concerns or allegations are made against members of staff these will be reported to the head teacher. In the event of the allegation being made against the Headteacher, the **Chair of Governors** is to be notified. If an allegation is made against any governor, including the Chair of Governors, the

Headteacher will contact the LA appointed Designated Officer. Any support with allegations is from the Designated Officer for Managing Allegations (DO- Yvonne Nelson Brown)

Complaints regarding Supply staff, volunteers or students should also be reported to the head teacher who will deal with this in line with KCSIE 2023.

Halesowen C of E Primary School will ensure it will fully support and protect anyone, who in good faith, reports his or her concern that a colleague is, or may be, abusing a child.

All allegations or suspicions of abuse will be taken seriously and treated in accordance with these procedures.

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online and can occur simultaneously between the two. Our school has a zero-tolerance approach to sexual violence and sexual harassment. We recognise that even if there are there no reports, that doesn't mean that this kind of abuse isn't happening.

If a pupil makes an allegation of abuse against another pupil the DSL will contact the Local Authority Children's Social Care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.

We recognise that children can abuse their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy

MEETING THE NEEDS OF ALL CHILDREN

From time to time some children may need additional support or help with their emotions or behaviours.

These children may need an access plan either because they are consistently unable to follow the school’s responsibilities or because they have a SEND need or diagnosis. Behaviour tracking of Feeling Blue and Reflective Red may indicate children who require more support through an access plan. These children may be discussed in the school’s regular vulnerable meetings.

The behaviour lead or SENCO will meet with the parent, child and class teacher to formulate a more individualised plan to support the child to follow school and class responsibilities and will involve outside agencies where necessary. This may mean that they do not follow the same pathway as the rest of the school. If this is the case, the SENCO or behaviour lead will clearly go through this with the child and with the adults that work with them. Before returning back to the pathway, the child will have everything clearly explained to them.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. [Child Protection and Safeguarding Policy](#)

Nurture Unit

At Halesowen C of E we are really proud of our new nurture unit. This safe space is a unit that includes a room set up in more of a homely way with a settee, dining table, bean bags etc. It also includes workspace at a desk and a sensory quiet room. (we also have a sensory quiet room in our EYFS unit too)

Some children need a "soft start" to the day. The nurture space is used for this as they come in a separate gate/ door away from the hustle and bustle of the other entrances. They are a small group and sit with an adult and have breakfast together, giving them a chance to be calm and to regulate. The adults can work through emotions with them and any fears/ concerns for the day. Where we recognise that a more structured morning would be beneficial to child who is exhibiting behavioural difficulties, we can offer them to start the day in Nurture.

Most children then return to their classroom but can access the nurture space throughout the day if they need it as part of an access plan. This allows them time to regulate and to refocus so that they are ready for their learning.

The Nurture unit is led by the SENCO. She is supported currently by two nurture teaching assistants. They work in the unit or with identified children in the classroom.

SLT and the SENCO will review the children who require the nurture space regularly.

WORKING TOGETHER AS A WHOLE SCHOOL COMMUNITY TO ACHIEVE HIGH EXPECTATIONS

Communication

Good communication between home and school is crucial. School will communicate with you through class teachers or senior leaders if your child's behaviour is causing concern but also to celebrate good behaviour. We will also use messaging services. We value good communication from parents to us if a child is displaying concerning behaviour at home or if children are having any other issues that may affect their behaviour. Our pastoral lead, SENCO or a member of the senior leadership team can be available to offer support.

Code of conduct for parents

At Halesowen C of E we value the strong relationship we have with our parents and families. We value parents being involved in school life and regularly welcome them into school for celebrations, events and to find out about their child's progress. In order to create the best outcomes for children and to be role models for good behaviour we ask that parents also respect our school ethos and motto.

"Parents are unanimous in their support for school and all it does for their children." SIAMS 2017

Parents and carers are reminded:

- To respect our ethos and values
- That teachers and parents need to work together for the benefit of their children.
- To approach school staff through the correct channels to resolve issues- all issues should initially be discussed with class teachers.
- All members of the school community should be treated with respect using appropriate language and behaviour.
- To correct their child's behaviour when on the school site in line with school expectations and parents should support school staff when they do the same.

In order to ensure our school site is a safe, supportive environment for all of our children, families and staff we will not tolerate parents/ carers or visitors exhibiting any of the following:

- Disruptive behaviour which interferes or threatens to interfere with any activities on school premises.
- Using loud or offensive language or displaying temper.
- Threatening, in any way, a member of staff, visitor, another parent or a child.
- Damaging school property
- Sending emails/ texts or leaving voicemails or posting on social media any abusive, threatening, offensive or derogatory comments.
- The use of physical or verbal aggression towards another adult or child.
- Approaching someone else's child in order to discuss any issues involving your own child/children.
- Smoking, taking drugs or consuming alcohol on school site.
- Bringing dogs onto premises (with the exception of registered guide dogs)
- Parking on the school car park, or illegally / unsafely on the drive/ in surrounding streets.

Should any of the above occur school may feel it necessary to ban the offending adult from school premises or contact appropriate authorities.

Monitoring and review

We are aware of the need to monitor the school's behaviour policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the cohorts of children/ staff, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years, or earlier if necessary.

Links with other policies

This policy links with our policies on:

- Child protection and safeguarding policy
- E-safety policy
- Attendance policy
- Parent Code of conduct
- Staff code of conduct.

Appendix 1 Our School Motto

We care

Our school is a caring community with a family atmosphere. We achieve this through respect for one another and the world around us, treating others as we would wish to be treated, and working co-operatively. As an inclusive community everyone is valued and nurtured equally regardless of gender, race, religion, colour or ability. There is a clear understanding of what it means to be a valued as an individual, and how we work together as part of the school family.

We trust

Our school is a safe place. We provide a stimulating, safe and happy environment where everyone is encouraged and motivated to learn. We achieve this through our committed approach in all we do.

We believe

Our school welcomes and celebrates our diverse community. This helps us to understand each other, and respect each other's beliefs and cultures. We develop children's spirituality through daily worship and by celebrating together. We are proud of our links with St. John's Church and other faith members of the wider community.

We share

Our school builds positive relationships between children, staff, parents, governors and members of the community. We achieve this by valuing all contributions, encouraging teamwork and celebrating successes together.

We enjoy

Our school builds children's confidence and self-esteem to create a love of learning. We achieve this through a vibrant curriculum with real life learning experiences which reflect the needs and interests of all. We actively praise and reward effort, creativity and success.

We achieve

Our school enables each child to develop in order fulfil their potential, and flourish in a supportive but challenging environment. We know each child well and through our individual tracking of their progress, we offer opportunities which enrich their physical, social, emotional, moral and academic development. We aim to equip children with essential life skills and enhance their personal qualities so that they can become successful learners.

Appendix 2 House Points System

Children are grouped into the following four houses named after the founders of our school who are Lord Lyttleton, Reverend Hone, Mr Grazebrook Esquire and Lord Dudley.

Team names:

Lyttleton (Yellow House)

Hone (Blue House)

Grazebrook (Green House)

Dudley (Red house)

Every child (from years 1-6) and member of staff will belong to one of these four Houses to support and encourage positive team building. Siblings are placed in the same House.

Houses and the House Captains

Each House is represented by a House Captain and Vice-Captain from our year 6 class. Year 6 children prepare speeches to explain why they would make a good captain and house members will vote for their preferred candidate. Captains will provide positive leadership to the children in their House and the various competitions and events organised throughout the year.

The House Captains are responsible for leading their House in competitions and events, and representing the school in the community and a range of school events and activities. They follow their house charter (which they have written together) which says:

The Halesowen C of E House Charter

TO BE A GOOD HOUSE CAPTAIN OR VICE CAPTAIN WE MUST:

- Be polite and show respect.
- Be kind to others.
- Always try our best.
- Be confident.
- Be able to talk to a group of people.
- Wear our badge everyday with pride.
- Follow all of the school responsibilities.

House and vice captains understand that if they don't follow the school responsibilities, it may lead to the loss of the role.

OUR RESPONSIBILITIES AROUND SCHOOL:

- Encourage younger children.
- Be a role model to other children.
- Lead House events.
- Take part in the house collective worship.
- Encourage others to step out of their comfort zone and try new things.
- Run the house shop.
- Hand out house badges.

Earning House Points

House Points can be awarded by all staff to children for a variety of reasons. Here are some examples:

- Polite, well-mannered behaviour.
- Living out our values
- Demonstrating a caring attitude towards peers
- Working to the best of their ability
- Good attendance
- Putting special effort into a piece of work
- Neatly presented work.
- Positive attitude towards work
- Sporting/ musical/ extra-curricular achievement
- Taking part in competitions and events
- Helpful approaches to different situations
- Completing home learning/ reading

(this list is not exhaustive)

House points are awarded using the following guidance:

- **1 house point** for an isolated achievement (e.g. a one off act of kindness, helpfulness, good work etc)
- **2 house points** for a sustained achievement (e.g. sustained good behaviour, an achieved target, hard work on a project etc)

- **3 house points** for a special achievement (e.g. something that goes above and beyond) or a group achievement (e.g. for winning a class based team game)
- **5 to 10 house points** can be awarded for extra special achievements by the Senior Leadership Team ONLY

Every week, the house points are counted, and a weekly house winner announced during our Collective Worship and added to the house point chart in the hall.

House points are then tallied over the course of a term, a winner is announced, and the children in that house will receive a special reward.

At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups.

Appendix 3 – Well being.

The Colour Monster and well-being:

Alongside the behaviour policy we will be focussing on children's well-being and emotional needs. The Colour Monster book explores feelings and allows children to share how they are feeling using colours to explain and for them to understand how feelings affect actions.

Appendix 4- 'This is how we do Behaviour 2023-2024

This is how we do... Behaviour

Vision, motto and values

Our approach to behaviour is underpinned by our school vision. In short we want to give all children the opportunity to achieve by loving them, valuing them and having high expectations of them.

We live this out everyday through our motto of:

"We care, we trust, we believe. We share, we enjoy, we achieve."

We teach Christian values half termly through our collective worship which help us to support children to become good citizens.

Rights and Responsibilities

We follow the Jigsaw learning Charter.

Children have the right to learn, the right to be respected and treated fairly, the right to be heard and the right to feel safe.

To ensure children can have these rights they need to be able follow responsibilities: the responsibility to allow others to learn, to respect others and treat them fairly, to listen to others and to keep others safe.

Our Approach

We are following some aspects of the Paul Dix approach .

- 1) Consistent simple high expectations—our responsibilities.
- 2) Consistent response—refer back to responsibilities— make it clear and simple.
- 3) Consistent follow up—taking responsibility— not passing on to someone else.
- 4) Consistent positive reinforcement and language— look for the positives. Modelling and sharing good examples. Rewarding good examples.
- 5) Consistent consequences— following the pathway.
- 6) Consistent respect from adults— not taking things personally even in the face of challenging behaviours.
- 7) Consistent routines and rituals around school— same responsibilities/ expectations wherever we go and whoever deals with things.

Consequences

We follow our "learning time" behaviour pathway.

All children begin the day on Sunshine yellow (happy colour monster)

- Sunshine Yellow
- 1st Reminder
- 2nd Reminder
- Feeling Blue-(sad colour monster) withdrawal within/outside class (Parents informed by text and Record on CPOMS)
- Reflective Red- (cross colour monster) Removal to a senior leader (Logged on CPOMS and parents informed)
- Sent to Head teacher and letter sent home.

Children can move back from first reminder to sunshine yellow if they learn from their mistakes.

Children who display the following will be given a straight red and will be seen by a senior leader: physical aggression, racism/ prejudice and foul and abusive language. Children who name call to others will be immediately placed on blue and will miss the following playtime.

The children will have the same pathway when they are at breaktime./ lunch. This will not be linked to the one in the classroom but Blue and Red incidents will be logged in a book and parents informed.

Sometimes the pathway does not work for children with additional needs. In this case it may be necessary to write an Access Plan. The process for this would be for it to be recognised during behaviour tracking by SLT that a child has reached blue or red a number of times OR by an adult alerting the SENCO to an issue using the cause for concern form.

From time to time it is necessary to suspend or in extreme circumstances permanently exclude a child. These measures are always a last resort.

Rewards

We follow our behaviour pathway

- Great to be Gold (Share with Parents —Good News Postcard)
- Super to be Silver (Share this with Parents- Good News Message)
- Sunshine Yellow

All children begin the day on Sunshine yellow (happy colour monster) .

Throughout the day if they show excellent behaviour they can move onto super to be silver.

If they show excellent behaviour across the week or do something that is truly exceptional they can be Great to be Gold.

Children can also be rewarded with house points(year 1-6) or stickers (N and R)

In addition to this each classroom has a recognition board—the idea of this is for the teacher / adults in the class and even other children to try and catch all of the class doing the right thing. This will link to our values.

The aim is for all children to be in there by the end of an agreed period e.g. a day/ few days/ a week.

When this "pot of gold" is achieved the teacher will play the song GOLD loudly so everyone knows in the corridor and celebrates.

High Expectations

We want all children to feel safe and happy whilst they attend our school and part of this is that we treat them all fairly.

We therefore have the following high expectations:

- Children walk around school in a line and whenever we line up it is silent.
- Children will be kind to each other—We have a zero tolerance to name calling.
- Children sit sensibly and quietly in collective worship.
- Children use manners at all times.
- Children should only access water bottles when they are working/ eating not when an adult is talking or when they are walking.
- Children will look after all equipment (books, pencil cases etc)
- **Insist** in signal pause insist.
- Children should not be moving out of seats when an adult is talking.

Peer Mediators and Play Leaders

During the Spring term, Peer Mediators will be trained. These will be children from Year 5 and 6 who will be trained to mediate conflicts between two other children during break and lunch times. They will know which conflicts they can mediate and which they will refer to an adult.

Year 6 children have also been trained as Play leaders. They will run games for children in Years 1 and 2 during lunch times.

Changes since September.

- High Expectations
- House Shop for Upper KS2
- Peer Mediation (from Spring)
- Play Leaders (KS1)
- Lunch time pathway
- Logging Lunch time behaviours
- Behaviour plans are now called Access Plans

YOUR WORDS

MATTER

	INSTEAD OF...	TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.
	We don't talk like that.	Please use kind words. WE ARE TEACHERS

Our Pledge

As we try to implement these changes we need to all pledge to do the following:

- Meet and greet all pupils– at least using well being time in a morning(before the register) to connect with children.
- Praise the positive– silvers, golds, house points and use the recognition board– catch all the positives!
- Be clear with the responsibilities and refer to them when talking to children about behaviour.
- Take the fame out of being badly behaved.
- Everyone to have high expectations and take responsibility all around school.
- Practise positive language everyday .
- Be reflective and be critical friends to each other– remind each other about these changes.
- Avoid power plays with children–control your own emotions– their behaviour is not personal.
- Log behaviour issues on CPOMS.

The House Charter:



HALESOWEN HOUSE CHARTER



TO BE A GOOD HOUSE CAPTAIN OR VICE CAPTAIN WE MUST:

*Be polite and show respect
Be kind to others
Always try our best
Be confident
Be able to talk to a group of
people
Wear our badge everyday with
pride
Follow all of the school
responsibilities
Understand that if we don't fol-
low the school responsibilities, it
may lead to the loss of the role.*

OUR RESPONSIBILITIES AROUND SCHOOL:

*Encourage younger children
Be a role model to other
children
Lead House events
Take part in the house collective
worship
Encourage others to step out of
their comfort shell and try new
things
Run the house shop
Hand out house badges*