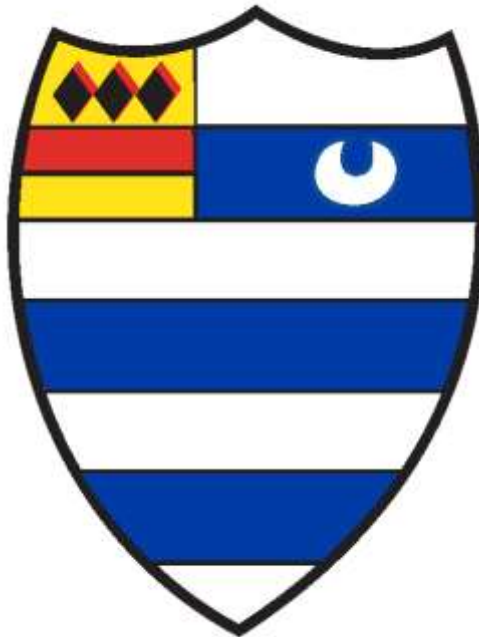


Stanford Junior and Infant School



BEHAVIOUR POLICY

*“Living Together,
Learning Together”*

Prepared by Senior Leadership Team:
Adopted by Governors:
Last Review:
Date of next Review:

September 2017
November 2017
July 2021
July 2022 unless required earlier

AIM

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

PRINCIPLES OF THE POLICY

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

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

STATEMENT OF PRINCIPLES

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

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

RATIONALE

At Stanford Junior and Infant School we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential.

Our aim is to support pupils, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND to maximise positive steps and positive outcomes. In order for staff to successfully achieve this, assessment models such as the SEMH Positive Outcomes Tool (Gordon; 2018) are available and carried out. Furthermore, it is recognised that in order to fully meet the needs of pupils, it is a necessity that the school is attuned, attachment friendly and nurturing. It is

integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and up skill them in order to self-regulate and allow for positive changes.

Work is carried out to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

To support long term behaviour change we deliver sessions that include but are not restricted to:

Art or play therapy

Happy to be me (self-esteem and self-confidence)

Sensory regulation exercises

Learning Mentor time

Use of therapeutic language

Lego Therapy (Lego based therapeutic interventions)

Relaxation/Yoga/mindfulness

THE EDUCATION AND INSPECTION ACT 2006

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

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

CODE OF CONDUCT

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

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

Foundation / KS1 Code of Conduct

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

KS2 Code of Conduct

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

ENCOURAGING GOOD BEHAVIOUR

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

Children can be rewarded in a variety of other ways:

- Celebration of children's work verbally and through displays
- Special privileges/responsibilities
- Reward stickers
- Positive messages to parents: texts, phone calls or face to face
- Team / Polite Points
- Post cards sent home, through the post each month

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

BEHAVIOUR AMBASSADORS

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

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

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

TRAUMA AWARE

At Stanford School we are Trauma aware. Being Trauma aware is a dynamic, developmental approach to working with pupils that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

We recognise that it is important for staff to understand where a pupil is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development.

Life events can introduce episodes, which become interruptions to some pupil's development. Being trauma aware supports staff in creating a differentiated provision in response to need.

With a programme of continuous development, staff receive regular training and use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

Our Nurture Space, The Hub, as well as classrooms, is our hub for this provision and offers supportive programmes for pupils in a variety of ways.

THE THREE R'S: REACHING THE LEARNING BRAIN

To help a vulnerable child to learn, think and reflect we need to intervene in a simple sequence:

1. REGULATE

Support the pupil to regulate and calm their fight/flight/ freeze response

2. RELATE

Connect with the pupil through an attuned and sensitive relationship

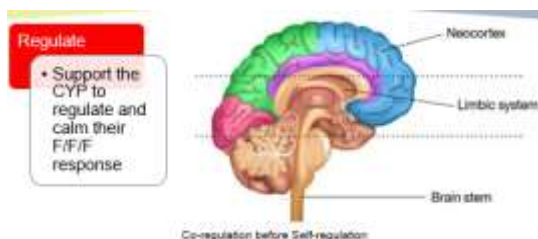
3. REPAIR

We can support the child to reflect, learn, remember, articulate and become self-assured

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

STRATEGIES TO SUPPORT

REGULATE:



PACE- Playful, Acceptance, Curiosity, Empathy

Individualised

When, where, how

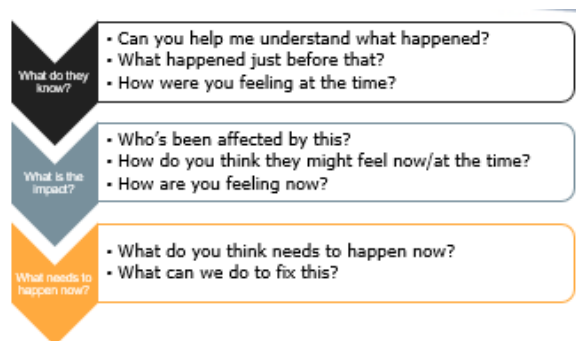
Safety Tours

Multisensory
Define calm
Tweaked, reflected upon and changed
Role Model
What calms and what excites

RELATE

Affective Statements:
Fact, Feel, Want
KISS- Keep It Simple Sentence
Name it, to tame it
WIN- What I Notice
Relate to the pupil

REPAIR



DISCOURAGING POOR BEHAVIOUR:

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

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

- Verbal Warning/name on board
- Loss of free time (play/ lunch) for reflection
- Removal from class to SLT (if socially distanced and SLT available)
- Continued unacceptable behaviour will result in the Deputy Head talking with the child and parents may also be contacted.
- Internal exclusion- Pupil is removed from their classroom and will work in another empty room (socially distanced and with an adult for supervision)

MANAGEMENT OF POOR BEHAVIOUR:

Wherever possible staff should:

- Deal with incidents calmly and quietly, causing as little disruption to the general proceedings as possible.
- Use the 3 R's when dealing with incidents: Regulate, Relate, Reason/Repair
- Explain to the children why their behaviour is unacceptable.

- Work together to make each school a place where children and adults can work together happily and successfully.
- Follow the agreed 3 card system; Pink, Amber and Red

STEPS

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

PINK -

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

AMBER -

If the child continues to make the wrong choices, they will be given an amber card and told, "...you were asked to make the right choice, but have not done so. At playtime you will stay in the classroom and complete a Reflection Sheet (with class member of staff) to think about the choices you have made." This may include aggression, inappropriate or foul language, continued low level disruption and wilful refusal to follow preventative measures and systems controlled.

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

RED -

If the wrong choices continue to be made, the child will receive a red card. The child will be told 'You have made the choice to spend some time to reflect on your behaviour and the choices you've made'. The pupils will also miss their next break time and will complete a Reflection Sheet. Parents are also informed, usually by text, if their son/daughter has received a Red Card and details of the incident will be shared. If 2 red cards are received in a week, a meeting will be arranged with parents and the pupil will be in internal exclusion. Aggression towards another pupil, spitting towards another pupil, deliberately coughing at another pupils will automatically result in a Red card and internal exclusion.

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

PSP- PERSONAL SUPPORT PLAN

The aim of the Personal Support Plan is to develop strategies that can be taken to support the pupil's behaviour. Before developing the plan, evidence is required on the individual pupil such as triggers, strategies to support etc. Once this information is collected, this can then be used to formulate the PSP plan. Personal Support Plans (or PSPs) are documents that contain behavioural information pertinent to the pupil. This contains areas such as triggers, likely

responses and best practice strategies. For the pupils who have a PSP, they contain useful strategies to try and those to avoid to help a pupil regulate their behaviour, emotions and to keep them safe. A PSP is a working document so can be amended any time by classroom staff. PSPs are to be reviewed and updated where necessary and are a working document at all times. Each term a rigorous quality assurance process is followed to ensure the information within the PHPs are of high quality and suitable to the individual needs of each student.

INTERNAL EXCLUSION

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

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Working in another room is about continuing on with their learning, class teachers will provide work for the pupil to complete during this time, with the same expectations- completion of work, working in quiet, following all rules and instructions given, including preventative measures such as socially distancing between adults.

Further/ other sanctions may include loss of choice to attend events e.g. discos- all at the discretion of head teacher and SLT.

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

If a child's behaviour is deemed high risk, for example, refusing to adhere to safety measures, such as, hand washing, social distancing with staff, remaining in their classrooms or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

Based on a full investigation and SLT decision which is final, the process may be support and reminder, with parent support and engagement or if SLT, based on a number of factors, being unable to mitigate the risk, can make the decision on the access of the school- educated off site.

If parents/ carers refuse to engage, then we have no choice but to explain that their child will have to be educated off site.

RESTORATIVE APPROACHES

Staff intervention to support the regulation of behaviour is based on pupils' level of development and understanding. Interventions are necessary to help regulate and develop behaviour positively and are designed using restorative principles and through Restorative Approaches. It is the belief of the school and 'interventions' which are restorative by nature

are unique learning opportunities; situations where the behaviour can be highlighted and addressed allowing for positive outcomes and minimising the opportunity for those behaviours to be present further.

There are many opportunities when Restorative Approaches can be used. Restorative Approaches allow for that, taking focus away from behaviour displayed but looking at the social and emotional impact on both victim/s and perpetrator and looking beyond what is displayed, exploring antecedents and providing an opportunity to develop skills and understanding of how to minimise the behaviour communicated.

By adopting Restorative Approaches, interventions are more likely to reflect the nature of the class, group and individual. Interventions may include:

- Regulate, Relate, Reason/Repair when dealing with incidents
- Planned support strategies, including sensory breaks, mentoring and calming strategies.
- Verbal and non-verbal communication to demonstrate mood, facial expressions, body language, hand gestures and so on.
- Positive reinforcement
- Consistent modelling of positive behaviours and desired behaviours from all staff.
- Opportunity for pupils to remove themselves from a situation is anxieties/frustration becomes increased.
- Use of 'The Hub' Nurture room
- Calm down space within the classroom, using the box of calmness

CALM DOWN BOXES

Each class and area has access to a 'Calm Down Box'. The calm down box is used to help pupils learn to self-regulate. These boxes are filled with a wide range of sensory objects, giving pupils a variety of sensory choices to help them calm down and self-regulate in a classroom setting.

SNUGS

Each classroom has a 'Snug area' where pupils can take themselves to again help them self-regulate, and think, if needed, within the classroom setting. The Snugs are a designated place where pupils can go when they are feeling overwhelmed or upset. The purpose is to create a safe space where pupils can practice self-regulation skills and work to calm themselves. The overall goal of the Snug is to provide pupils with a space in which they'll feel safe recognising and regulating their emotions in a healthy way.

RECORDING AND MONITORING OF INCIDENTS

In school we log any significant incident on CPOMS, a secure database, along with the action taken. These are monitored by the Head teacher, Deputy Head, SLT and Learning Mentor.

If a child has repeated or persistent incidents, the log is used to track when these occur. This can help to identify a trigger or pattern of behaviour, and enable support or strategies to be put in place for times when the child finds situations difficult.

Often, upsetting experiences at home can lead to a child misbehaving or hurting other children in school. It is extremely helpful for parents to let us know if anything at home is upsetting or

worrying a child. If it is felt necessary by the Headteacher, Deputy or Learning Mentor, and in discussion with parents (unless there are concerns for the child's safety), other professionals may be consulted or informed. Further information about this can be found in our Safeguarding policy.

Under Race Relations (Amendment) Act 2000 and Home Office Code of Practice on recording and reporting racist incidents (2000) schools are required to record and investigate all racist and homophobic incidents and report them to the Local Authority on a regular basis. 'A racist incident is any incident which is perceived to be racist by the victim or any other person.' This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

LEARNING MENTOR & DEPUTY HEAD

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

FURTHER CONSEQUENCES

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

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

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

CARE, CONTROL AND RESTRAINT

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

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

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

POSITIVE HANDLING AND TEAM TEACH

There can be times when a pupil's behaviour requires staff physical support to ensure the pupils' own safety, the safety of other pupils and staff, or that property is not seriously damaged. This can require the use of physical interventions. At Stanford Junior and Infant School, we use Team teach to do this.

In the case of a child being at risk, putting others at risk or damaging property the child's parents or carers will be called and asked to pick up their child immediately. The situation will then be reviewed by the Head teacher and a decision of whether the onsite education offer will be withdrawn in favour of the online/virtual offer if this is deemed safer for all pupils and staff.

Where a child may need very close contact it is imperative that parents know that the use of PPE where appropriate WILL be used to help avoid cross contamination or any potential virus spread.

WHAT IS REASONABLE FORCE?

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 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 child needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, we generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

WHO CAN USE REASONABLE FORCE?

The staff to which this lawful power is granted are defined in the Act. Through this policy, the head teacher specifically gives authority to: All staff who have control or charge of pupils (including teaching staff, teaching assistants, midday assistants and supply staff) who work at Stanford Junior and Infant School.

WHEN CAN REASONABLE FORCE BE USED?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- To remove a disruptive child from the classroom/situation where they have refused to follow an instruction to do so

- To prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To avert a child from being aggressive towards a member of staff or another pupil, or to stop a fight in the playground
- And to restrain a pupil at risk of harming themselves through physical outbursts

We CANNOT use force as a punishment - it is always unlawful to use force as a punishment. Deciding whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstance. As a general rule staff should only use force when:

- The potential consequences of not intervening are sufficiently serious to justify it
- The chance of achieving the desired outcome by other non-physical means are low
- And the risk associated with not using force outweighs the risk of using it
- Staff do not require parental consent to apply reasonable force on a pupil.

PLAYGROUND CONDUCT

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

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

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

If a red card is issued the child should be sent in and he/she should miss their next playtime to consider their behaviour choices. Depending on the incident, the pupil may be asked to speak to a member of SLT in the SLT room. Learning Mentor/Deputy Head will keep a log of playground incidents.

LUNCHTIME CONDUCT

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

Outdoor activities will be organised and run by the lunchtime supervisors/Playground Buddies (parachute, ball games, skipping, circle games etc), within their classes or children may choose to play independently.

If an incident occurs during lunch time, and an amber card is issued, the pupil will come inside and reflect in either the room where the children are or SLT room.

CORRIDOR CONDUCT

Pupils may also be chosen to act as mentors to other pupils within their class if they have shown positive corridor behaviour. Corridor ambassadors monitor the corridors between the transitions from playground to classroom, of the pupils within their class. They encourage and remind pupils of their behaviour whilst walking in. Children should always walk around school and use the one way system where possible. If they run they should be reminded that they are

not following the Code of Conduct, i.e. "Keeping ourselves and others safe" and sent back to walk. All members of the Stanford Community act as role models and polite, respectful manners will be shared with one another.

ASSEMBLY CONDUCT

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

ANTI- BULLYING STATEMENT

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

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

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

SEXTING POLICY (also known as Oversharing)

Definition of 'sexting'

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

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

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

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

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

PEER ON PEER ABUSE

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

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

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

ITEMS BANNED FROM SCHOOL PREMISES

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

SEARCHING

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

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers,

illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

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

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

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

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

Any staff member may refuse to conduct a search.

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

CONFISCATION

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

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

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

OUTSIDE SCHOOL AND THE WIDER COMMUNITY

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

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

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

PREVENT DUTY STATEMENT

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

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

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

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

FGM/ FEMALE CIRCUMCISION & CUTTING

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

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

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

MONITORING AND REVIEW

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

Signed By



Chair of Governors:

Date: July 2021

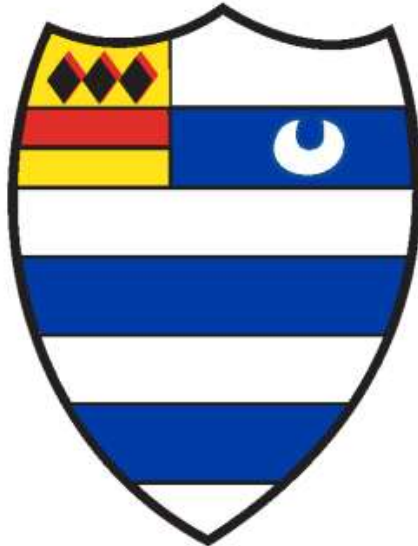


Headteacher:

Date: July 2021

Review Date	Amendments	Approved Date
September 2017	Annual Review and Amendments	September 2017
February 2018	Additional sections added: <ul style="list-style-type: none"> • Items banned from school • Searching • Confiscation • Outside school & the wider community • Monitoring and review 	13/03/18
April 2018	Additional Sections Added: <ul style="list-style-type: none"> • Internal Exclusion - P5 • Sexting Policy - P7 • Peer on Peer Abuse - P8 • Prevent Duty Statement - P9 • FGM - P10 	04/05/18
September 2018	Annual Review Amendments to pages 2, 3, 4, 5 & 7 (highlighted)	21.09.18 by Email
September 2019	Annual Review - Amendments	October 2019 by Email
September 2020	Annual Review - Amendments and Addition of Annex 1 - COVID-19 School arrangements for Behaviour	October 2020
July 2021	Annual Review - Amendments PSP, Calm Down Boxes and Snugs	July 2021 - By email

Stanford Junior and Infant School



COVID-19 School arrangements for Behaviour

***“Living Together,
Learning Together”***

Prepared by Senior Leadership Team:
Last Review:
Date of next Review:

May 2020
Sep 2020
Sep 2021 unless required earlier

Stanford Junior and Infant School

Context

From 20th March 2020, parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of Stanford Junior and Infant School Behaviour policy contains details of our individual arrangements in the following areas:

1. ***Context***
2. ***Vulnerable children***
3. ***SEND children***
4. ***Staff conduct and wellbeing***
5. ***Pupil conduct and wellbeing***
6. ***Parent conduct and wellbeing***
7. ***Online safe behaviour in schools***
8. ***Online safe behaviour at home***
9. ***Changes to school rules and routines***
10. ***Behaviour Procedures***
11. ***Positive handling and Team Teach***

Context

At Stanford Junior and Infant School, we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in the current Behaviour Policy remain pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

Vulnerable Children

A proportion of vulnerable children are currently in school daily. The routine for these children has been devised based on their needs and will continue as school opens to a wider number of children. Certain vulnerable children are currently at home. Some of these children are at home as their parents do not feel it is a safe time to return to school. All pupils are risk assessed and assessed as safe in the school or home environment. Weekly calls are made to any vulnerable children at home weekly.

SEND children

As above some SEND pupils are currently in school daily, whereas others are at home. Individual work packs are being produced and sent home for certain SEND children that are at home and that cannot access the usual home learning tasks. Children within school are grouped with known staff and supported by appropriate adult ratios to individual needs.

Staff Conduct and Wellbeing

The school's usual staff code of conduct is still relevant in the new school scenario. Staff are working in a new way, following new guidelines and their mental wellbeing is paramount. Staff have been consulted over the school's risk assessment and allowed to voice concerns over returning. The school's opening plan has taken into consideration staff viewpoints and union guidance. Staff will always work in pairs within groups to ensure they are supported by another and are able to take their break. Staff have been directed to mental health resources that can support them if needed and the school has a designated Mental Health Lead (C Smith) overseen by the school's business Manager (D King) should staff require individual support.

Staff must adhere to the 2 metre social distancing rules in place and remind children of these where needed and at all times, for their and the children's safety. It does state in Government guidance that children might not be able to maintain 2 metre distancing. Staff must take care to make sure that children follow this with regards to themselves, with gentle reminders. There may be times when children go to staff upset and need to be comforted in an age appropriate way. Communal areas such as staff toilets and the staffroom must be used by a limited number of staff at once. One staff member per toilet area and six per staffroom.

Staff must continue to adhere to the Government guidelines about social distancing outside of school, in order to protect themselves and other members of the school community.

Pupil Conduct and Wellbeing

Pupil wellbeing is paramount during their time in school. Children will be anxious over having missed school and their friends, ongoing news about the virus, bereavements and more. All children will be in small groups and have at least one adult to safeguard them during their time in school. Part of the children's curriculum will be PSHE to discuss their worries and concerns.

DSL and DDSL including Learning Mentor will be onsite daily to act on any concerns causing alarm.

The school references the following government document in its plans for wellbeing of all.

<https://www.gov.uk/guidance/supporting-pupils-wellbeing#staying-in-contact-with-and-identifying-staff-who-need-additional-support>

Parent Conduct and Wellbeing

Parents have been updated and consulted throughout the period of school closure. Teachers regularly update the website to support parents in home schooling. Parents have received regular letters from the Head teacher and Local Authority informing them of the latest Government advice/guidance and school's planning.

Parents of pupils who have returned/are returning to school have received clear guidance on the expectation upon them. Parents will be given a specific drop off and collection time and be advised about social distancing on the playground and in school. Parents are aware that they are to drop their child/ren at the gate and are NOT allowed into school at this time- both on the playground and in the school office.

Parents are able to communicate with staff via the school office and receive quick responses to queries either by phone or school email.

Online Safe Behaviour in School

The school's current acceptable use policy and E safety policy is still in place. The school monitors children and staff use online through Smooth wall Monitor. Children are supervised using laptops and only set work using teacher approved sites.

Online Safe Behaviour at Home

Resources about keeping children safe online have been shared with parents. The school staff set work through the school website and currently Purple Mash both GDPR compliant and safe use sites. Staff are not interacting with children in any 'live' lessons. If interacting with other children or staff online, children (and staff) should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Pupil's working from home.

If interacting with other pupils or staff online, students should always be kind and respectful to each other and respectful and obedient to staff, remembering at all times that that staff are not 'friends' with, or peers to, pupils.

Students should never attempt to contact staff via social media or make comments about staff on social media platforms. Any inappropriate comments to staff online, via email, or any other platform will be taken very seriously and could result in a referral to the police. This is also the case of for any online bullying towards other pupils or peer-on-peer abuse that is disclosed to the school during this time.

Changes to School Rules and Routines

Arrivals, Departures and Moving round the school

Children will enter school through their designated entrance (KS1 Playground or KS2 playground). Children will enter individually and will go straight to their designated Bubble, keeping a 2m distance from any other individual. Markers have been created in the playground to help and support pupils with the 2m distance.

At their designated home time, children will leave the building from their designated exit. They will leave one at a time when their parent has come to collect them, again keeping their distance using the markers on the floors as a guide.

Movement around the school will be limited and will use a one way system where possible. When the children leave their Bubble room to go outside for break, lunch or outdoor learning, they will ensure to keep 2m from peers and adults. Children will follow an adult from their Bubble room on their designated route.

Hand washing and Hygiene

Children will be expected to follow all hand washing and hygiene routines while in school. Children will wash hands/use antibacterial gel as entering school, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, mantra when in school, if they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school. Pedal bins are in each Bubble to place tissues and will be double bagged throughout the day.

Should a child refuse to follow these routines, after several reminders, behaviour procedures and sanctions will be used which could result in the child being unable to attend school.

Social Distancing

Children who are old enough will be expected to socially distance from their peers and adults in school and on the playground/field at all times. All pupils will have their own table spaced 2m apart. When children enter their Bubble room, they will be expected to go straight to their table and nowhere else in the room. Children will put their hand up if they need an adult's support, they will not get out of their seats without asking. Should a child refuse to follow social distancing measures, behaviour procedures and sanctions will be used.

We understand socially distancing may be more difficult for younger children; they will be encouraged wherever possible to keep a distance from peers and adults, however, we understand this may not always be possible.

Toilets

Each Bubble will have their own toilets to use. These will be shared with the children. Children will only use the toilets one at a time (this may not be possible with nursery and reception children) and be supervised by an adult through the corridors and at the toilets at all times. When a child has finished in the toilet, they must close the lid, flush the toilet and then wash their hands before returning to their Bubble room.

Break and Lunch times

Children will have a designated place to play during break times. They will have their own equipment that will be cleaned after use.

Children will be expected to remain socially distant from both peers and adults during break times. Children must stay on the playground or field in sight at all times.

Lunch will be eaten in their classrooms or a picnic with social distancing in place at all times. Children will eat at their table or in their own space. Children will have packed lunches they have brought in or had provided through school.

Rewards

The house point system or the Polite Point system will not be in use during Covid-19. Children, instead can be given virtual Bubble Points where this is recorded by the class teacher on the board/ wall. Rewards such as Stars of the Day and tidiest table etc can still continue. Teachers and Teaching Assistants welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement ~~sh~~be used as much as possible.

Walking through school to show their work to the Head Teacher or other adult for acknowledgement and praise during this time will not be permitted.

Creating a class Charter is key, with clear rules and expectations to be adhered to. All Bubbles are to create a class charter with clear rules to follow, and must be displayed in each Bubble room.