

# Wrekin View Primary School and Nursery



## Behaviour for Learning Policy



Created	Summer 2024
Review due	Summer 2025
Approved by LGB	11/09/24

Wrekin View Primary School is committed to creating an environment where exemplary attitudes, behaviours and pastoral care are at the heart of learning. We ensure that we promote positive behaviour within classrooms and around our school. We recognise that the key to creating this positive ethos is communication with our parent and carers, consistency, and fairness in our approach to pupils and in delivering high quality lessons. Our partnership approach aims to build community cohesion and positive relationships within the school and the local area.

**Happy** – At Wrekin View Primary School we treat all pupils in a caring and responsible manner so that they go on to be **HAPPY** individuals fully equipped to be positive members of our community.

**Successful** – The core principle of our pastoral system is to support our children and their families in removing the perceived/presenting barriers to access, learning, and functioning to be **SUCCESSFUL** in all that they do.

**Curious** – We ignite children's **CURIOUS** minds by combining outstanding teaching and learning with the highest quality structured support, mentoring programmes, and personalised learning opportunities to ensure our young people develop selfregulation, a sense of responsibility, accountability, and the ability to function effectively both in school and in wider society.

**Communicators** – We ensure that the safety and wellbeing of our young people, helping them to enjoy their school experience whilst having excellent attendance and engagement. For this to happen, our children will listen, challenge, and engage with each other to become confident **COMMUNICATORS**.

## **Aims**

- To create a culture of mutual trust and respect for all in a caring community with exceptionally good behaviour.
- To ensure that every member of the school community feel valued and that each is treated fairly and well for effective learning to take place.
- To help learners behave in a safe way, taking control of their behaviour and to be responsible for the consequences of it.
- To teach a high-quality curriculum to all pupils, ensuring they are **HAPPY** in making the right choices in life by ensuring they are equipped with resilience, independence, and ambition to guide them towards a rewarding and **SUCCESSFUL** future within their local community, modern Britain, and the wider world.

## **Behaviour for Learning**

At Wrekin View, learning is at the heart of our school. It is therefore crucial that we create the right ethos and relationships to ensure that both children and staff can learn and enjoy learning.

All staff at Wrekin View ensure that we promote positive behaviour within the classroom, around the school and in the community. We recognise that the key to creating this positive ethos is consistency throughout school; strong and respectful relationships with the children; teaching and learning behaviours, delivering high quality, and engaging lessons.

Learning behaviours are taught within our curriculum, pupils are encouraged to be self-reflective of their own behaviours during various parts of the school day.

The main aim of this policy is to promote excellent behaviour throughout the school community to provide an environment conducive to effective teaching and learning. The policy aims to:

- Clearly define expectations, regarding behaviour for learning, to staff, students, and parents/carers.
- Recognise that praise plays a significant part in improving behaviour for learning.
- Define a clear rewards system.
- Present a series of consequences and sanctions, which follow if students display unacceptable behaviour.
- Provide a clear system for monitoring and tracking Behaviour for Learning at whole school and individual levels.
- Make clear the roles and responsibilities of all staff in managing and implementing rewards and sanctions.
- Defines clearly our dress and uniform code.

**We expect staff at Wrekin View to plan and deliver lessons that:**

- Are warm and welcoming with a prompt start.
- Have clear and high expectations of all students.
- Have good pace and challenge.
- Are well planned and appropriate to the ability range of the class/group.
- Engage and involve students in their learning.
- Have a variety of teaching and learning styles.
- Have regular formative and summative assessment to inform future planning.
- Provide a safe and secure learning environment.

**We expect students at Wrekin View to:**

- Be on time, ready and eager to learn.
- Have a positive attitude to learning.
- Want to try new things and have a thirst for learning.
- Demonstrate a resilience in your learning.
- Work co-operatively with others.
- Allow others to learn and be involved in your learning.
- Make good choices.
- Show mutual respect to staff and students.
- Reflect on your own learning experiences.
- Always try to improve your work.
- Aim to do the absolute best that you can.
- Respect yourself and your environment.
- Remember that Wrekin View is part of the wider community.
- Behave in a way that keeps yourselves and others safe.

**We expect parents of students at Wrekin View to:**

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

## Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in Schools: Advice for Headteachers and school staff](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [SEND Review 2023](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

## Rewards and Recognition Protocol

**Our philosophy involves students being rewarded whenever possible.**

- Rewards and encouragement are enormously powerful aids to teaching, maintaining exacting standards of behaviour, and fostering a positive school ethos.
- It is the teacher's responsibility to praise students whenever possible. This may be during lessons, when marking books, work, or assessments and around the school.
- All staff are familiar with the rewards policy and apply it fairly and consistently.

### Rewards

#### **Ethos and values**

Our school ethos, 'Happy, successful, curious communicators' are at the heart of everything we do in our school. This is woven through our curriculum and every aspect of school life. The children that demonstrate these values and talk about it are awarded with a dojo. These values are then either celebrated in the class, in celebration assemblies and on our school Class Dojo page.

Our main reward system operates through awarding of Class Dojo points. These points are added to personal scoreboard so that the children can see how well they are performing throughout the week. The children's aim is to get as many points as possible. These Dojo points can be accumulated and exchanged for a reward from the Dojo Shop.

Dojo points can be awarded for a wide variety of positive contributions to school and community life such as:

- Being punctual and well prepared for school (**Successful**)
- Acting as a good role model, using their manners (**Communicator**)
- Producing an outstanding piece of work (**Successful**)
- Demonstrating outstanding effort and perseverance in their work (**Successful**)
- Showing outstanding progress in their learning (**Successful**)
- Volunteering and helping around school (**Happy**)
- Supporting school teams and clubs (**Successful**)
- Being a good friend, supporting other children (**Happy**)
- Demonstrating improvement in their personal organisation and independence (**Successful**)
- Taking part in community activities (**Successful**)
- Taking responsibility for jobs inside the classroom or at other times in the school day (**Successful**)
- Going beyond in activities/learning outside of school (**Curious**)

### ***Friday Star of the Week***

Each Friday, the assembly focuses on celebrating children from each class. The class teacher or learning support practitioner (LSP) will choose a child that will receive a certificate and sticker to take home. During the assembly, each class teacher will talk about why the child has been chosen and give the certificate and sticker. A photo of the child will then be added to the 'Star of the week' board in the school hall for everyone to see the following week. We celebrate all children in school and ensure that each child is awarded 'Star of the Week' at least once in each class.

### ***Attendance***

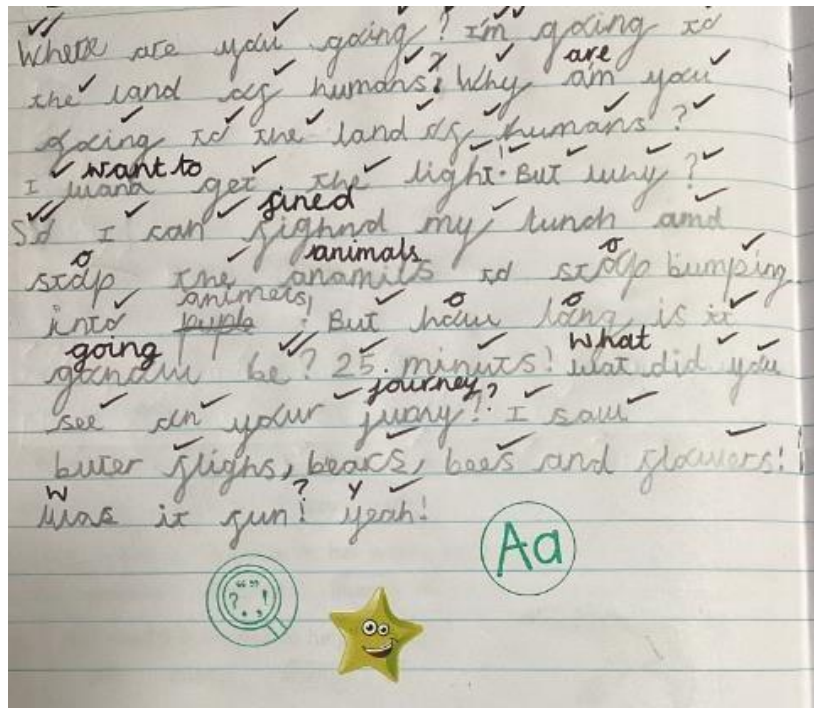
As a school, we continually promote good attendance and punctuality. Each Monday, part of the assembly focuses on celebrating attendance. As part of this, each class has the opportunity to earn £5 a week, for the highest attendance within the phase EYFS (Early Years Foundation Stage), KS1 (Key Stage 1), LKS2 & UKS2. The winner for each phase will have a poster on their door for the week to show all who walk pass that they have had super attendance that week. If the class has 100% attendance for a week, they receive £10 for the class. The money accrued for the academic year can then be exchanged for a class treat at the end of the summer.

### ***Reader of the week***

At the end of each week, a child from each class is awarded a 'Reader of the Week' bookmark. The bookmark is presented to the child during our celebration assembly on a Friday morning. This is awarded to a child as recognition of their successes in reading during that week. Examples of when a child may be awarded 'Reader of the Week' include making exceptional inferences, sequencing the story, or accurately retrieving information from the text.

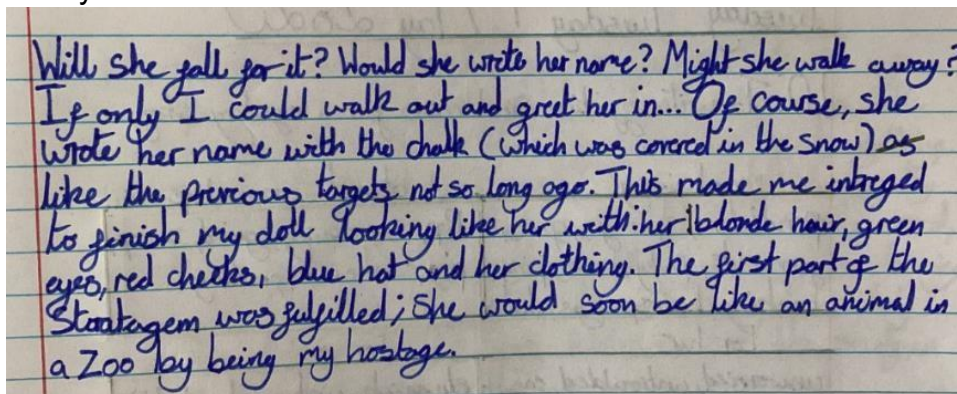
### ***Silver Pencil***

At Wrekin View we promote legible handwriting and letter formation. When children have practised and improved their letter formation, in line with our handwriting policy, they will receive a silver pencil in Star of the Week assembly. Children will receive a silver pencil when their handwriting is of a similar standard to this:



### Pen Licence

At Wrekin View we promote neat, legible, and joined handwriting in a cursive script. When children are demonstrating they are writing in the correct style they are rewarded with a pen licence in Star of the Week assembly. For children to receive a pen licence they must show consistently neat, joined, and legible handwriting, with tall letters of an equal height and short letters of an equal height. They demonstrate this script on many occasions and in all lessons.



### Head or Deputy Headteacher Award

If an adult is particularly pleased with a child's effort or piece of work, they can share this with the Head teacher or Deputy Head teacher. When the child shares their work or news, they will receive a lot of praise and a sticker for them to wear proudly. If there is work in a book they are sharing, a sticker will be placed next to the work.

### Sharing Work

Sometimes, an adult may want to praise a child by sharing their work with another teacher in school. The child can bring the work and they will receive a lot of praise, sometimes sharing it with children in the class. A comment may be added and signed by the receiving teacher to acknowledge the successful work.

### Eco warriors

Eco warriors, on a Tuesday, Wednesday and Thursday, have a rota whereby each of the members go out on each playground and mark the amount of litter they find on each playground. During Monday's assembly, Miss Atkins announces which

playground had the least amount of litter on their playground. Whichever playground is the cleanest playground will win a £1 award towards their end of the year award (in addition to their attendance prize award). Also, if a teacher or member of the Eco Warrior team see children picking up litter voluntarily then they shall receive dojos for their hard work.

### **Head Sports Pupils**

At Wrekin View our Head Sports pupils are our lead champions of Sport and PE (Physical Education) in school. They are always role -models, demonstrate leadership, and are cooperative, helpful, trustworthy, and responsible. They have been chosen to form a strong collaboration between the children and PE lead teachers, to ensure the children's views are always listened to. Sporting achievement is unimportant for this role, but attitude and enthusiasm are paramount.

### **Supporting our Students at Wrekin View**

There are several key staff who support our students on a day-to-day basis:

#### **Class Teachers**

Each class has a class teacher who is the first point of contact for pupils and parents. Parents are most welcome to contact their child's class teacher if they have any concerns or queries. Teachers are available at the end of the day or by organising an appointment with the school receptionist.

#### **Learning Mentor**

Our Learning Mentor support pupils in individual and group work. They also take on a lead supporting families in our community, encouraging, and improving parental engagement. Our Learning Mentor will support families with a range of concerns within education and beyond. They are available Monday – Wednesday for parents or children for support of advice.

#### **Senior Leader Team (SLT)**

The Senior Leader Team work closely with all staff to ensure that standards are maintained. They meet regularly with parents and are happy to resolve any problems or issues.

We endeavour to always have a member of our SLT available to meet with parents should the need arise.

#### **Pupil support**

Wrekin View know that it is a legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

Consequently, our approach to challenging behaviour may be adapted to cater to the needs of the pupil. Wrekin View's SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **Resolving Issues and concerns**

Wrekin View does have the power to discipline beyond the school gate. This covers any non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The school has a duty to report crime or criminal activity to the police.

Any negative behaviour is when the child is:

- Taking part in any school organised activity.
- Travelling to and from school wearing school uniform.
- In some way identified as a student of Wrekin View.

Also, we will deal with negative behaviour at any time that:

- Could have repercussions to the orderly running of the school.
- Poses a threat to another student or member of the public.
- Could adversely affect the reputation of the school.

Incidents of poor behaviour are dealt with by the class teacher with support from the wider team where needed. We recognise that the class teacher has the best relationship with the children, and it is vital that they are involved to maintain strong and respectful relationships over time.

If a child does not follow the class/school's expectations they will be given a reminder; these link to our school values. If the behaviour continues, they are given a second reminder. If further poor behaviour is evident, the child will be sent to another classroom or to be with an SLT member to complete their work.

A 'reflection' session will then be completed at the next lunchtime where the child will discuss with the class teacher and member of SLT steps to improve their behaviour. Any incidents of poor behaviour where a child is moved from the classroom are logged electronically on Bromcom. Parents will be involved immediately if there is an issue that staff feel they need to know about, even if no further action needs to be taken. If there are any serious concerns regarding behaviour, parents will be invited in to meet with relevant staff so that any problems can be resolved quickly.

## **Reflection**

This is a mediation session, which runs during lunchtimes (SLT Office). A child will visit the Reflection session for any poor behaviour where they have been moved from class or shown prominent levels of poor behaviour. During the session, the child will discuss what happened, be given time to reflect on their behaviour e.g., how they could have resolved it in a different way and how things may be resolved in the future including steps forward. This is shared with the class teacher, modelling to the child that the SLT support the class teacher's decisions.



## **Consequences of poor behaviour**

At Wrekin View, we have a whole school approach to managing behaviour. We have categorised poor behaviour into low and high levels, which have clear consequences for incidents of each category.

**Low-level behaviour** is categorised as, but not restricted to, shouting out, disturbing other children they are working with, refusal, throwing equipment, poking, making noises, getting out of seat etc.

**High-level behaviour** is categorised as, but not restricted to, racism, physically hurting someone, being disrespectful to any child or adult, swearing or disrupting other children's learning in the classroom.

In an emergency during a lesson the teacher will call for SLT or pastoral support to attend the classrooms. Situations deemed as an emergency and will result in immediate removal from class, are as follows:

- Violence/abusive behaviour to a child or to staff
- Refusal to co-operate with adult instruction, which may harm themselves or others around them.
- Preventing others from learning.

## An incident of low-level behaviour



A **warning** given to the child, with a reminder of our school values. A second warning will be given if the behaviour continues.



If the disruptive behaviour continues the child is escorted to **another class** to complete their work.



After class (break/lunch) child to discuss their behaviour with the **class teacher** and complete any missed work. Parents will be informed by the class teacher.



If required, a mediation with the class teacher, phase leader or SLT member to correct their misbehaviour. The child will have to check in with a member of SLT periodically (each lesson, half day etc) using a report card



If low level behaviour continues a meeting with phase leader, class teacher and parents to decide on an appropriate course of action. Action could include removal from clubs and Wrekin View Events.

## An incident of high-level behaviour



Incident in the **classroom** or on the **playground** – call a member of SLT on duty to collect the pupil from the class teacher.



Child to attend a **Reflection** session at the next lunchtime to discuss their behaviour, complete any missed work. Staff will determine the suitability for the child to return to class or work in isolation. Parents will be informed.



Three times attendance in **Reflection** session per half term – parents invited to meet with the class teacher and SLT to complete a **behaviour management plan**.



If behaviour continues or is severe the **Headteacher** & pastoral team will discuss supportive pathways for the child and meet with parents. Action could include removal from clubs and Wrekin View Events

**The role of the classroom teacher:**

- Greet children at the start of every school day
- Teach and promote good learning behaviours
- Treat all children fairly
- Enter all negative logs onto BROMCOM
- Follow the school policy consistently
- Allocate a time to resolve relationships

To support the Reflection system, all members of staff need to ensure that the SLT on duty is informed of who will be attending the Reflection session before that lunchtime and the reason for this. It is the responsibility of the class teacher to ensure that the pupil attends the session.

**The role of the Senior Leader:**

- Lead the Reflection session on their management day.
- Escort the pupil back to the class teacher and feedback the discussion.
- Contact parents if a pupil attends three Reflection sessions within a half term and inform SLT.
- Discuss lesson planning and behaviour management techniques with the teacher, if necessary.
- Invite parents into school if behaviour still fails to improve.

**The role of Phase Leader:**

- If a pupil's behaviour has not improved the phase lead will work with the child, class teacher and parents to create a bespoke behaviour plan. This will include additional support during any identified trigger points.
- Make phone calls to parents/carers if needed.
- Liaise with SENDCo.

**The role of Police Community Support Officer (PCSO):**

A link will be made with the local community officer to ensure that the appropriate level of support is accessible within school.

**Fixed term suspensions**

The school is committed to reducing suspensions. On the rare occasion that a suspension is deemed as the most appropriate action the Headteacher and Chair of Governors will follow Local Authority procedures.

The duration of the suspension is at the discretion of the Headteacher. Following any suspension, the Headteacher is to conduct a return to school meeting with the student and parent. Where appropriate any link member of staff should attend, and a restorative justice approach used.

**Alternatives to Permanent Exclusion**

The school is dedicated in its approach to an inclusive ethos and employs a range of approaches to avoid permanent exclusion linked to negative behaviours.

The school supports external programmes of behavioural support and adjusted curriculum offers. Where appropriate the Head Teacher may agree to an adapted short term modified timetable that links with an external agency. This offer will provide bespoke education and training alongside behaviour modification programmes.

The stages of behaviour management at this level are linked to the Local Authority Fair Access Panel. Key aspects of this process are detailed below:

- Timed intervention and support from the LA (local authorities) Linden Centre and Kickstart Facilities
- Temporary Managed Move
- 6-week Managed Move

## Bullying

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

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, gestures, graffiti, racial taunts etc.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence, inappropriate touching etc.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

## Child-on-child abuse

**All** staff are aware that children can abuse other children we refer to this as child-on-child abuse. This can happen inside or outside of our setting and online. If staff have **any** concerns regarding child-on-child abuse, even if there are no reports in our setting, they should still speak to a DSL (Designated Safeguarding Lead).

**All** staff are expected to challenge inappropriate behaviours between peers, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

**All** staff will be trained in our settings policy and procedures with regards to peer-on-peer abuse and the vital role they have in preventing it and responding where they believe a child may be at risk from it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an element of online which facilitates, threatens and/or encourages physical abuse);
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the child humiliation, distress, or alarm;

We will actively seek to raise awareness of and prevent all forms of child-on-child abuse by:

- educating all governors, its senior leadership team, staff, students, and parents about this issue;
- educating children about the nature and prevalence of child-on-child abuse, positive, responsible, and safe use of social media, and the unequivocal facts about consent, via the curriculum;
- engaging parents on these issues;
- supporting the ongoing welfare of the student body by drawing on multiple resources that prioritise student mental health, and by providing in-school counselling and therapy to address underlying mental health needs;
- working with governors, senior leadership team, and all staff, students, and parents to address equality issues, to promote positive values, and to encourage a culture of tolerance and respect amongst all members of the school community;
- creating conditions in which our students can aspire to, and realise, safe and healthy relationships fostering a whole-school culture;
- responding to cases of child-on-child abuse promptly and appropriately;
- ensure that all child-on-child abuse issues are fed back to the DSL and deputies so that they can spot and address any concerning trends and identify students who may need additional support.

We will actively engage with TWSP (Telford and Wrekin Safeguarding Partnership) in relation to peer child on child abuse, and work closely with, for example, children's social care, the police, and other schools. The relationships our setting has built with these partners is essential to ensuring that we are able to prevent, identify early, and appropriately handle cases of child-on-child abuse. The DSL's will regularly review behaviour incident logs which can help to identify any changes in behaviour and/or concerning patterns or trends at an early stage.

We recognise that any child can be vulnerable to child-on-child abuse due to the strength of peer influence, especially during adolescence, and staff should be alert to signs of such abuse amongst all children. Individual and situational factors can increase a child's vulnerability to abuse by their peers. We know that research suggests:

- child on child abuse may affect boys differently from girls (i.e., that it is more likely that boys will harm girls). However, all child-on-child abuse is unacceptable and will be taken seriously;
- children with Special Educational Needs and/or Disabilities (SEND) are three times more likely to be abused than their peers.
- some children may be more likely to experience child on child abuse than others because of certain characteristics such as sexual orientation, ethnicity, race, or religious beliefs.

## **Procedures**

Within the curriculum, bullying will be dealt with in Personal, Social and Health Education, but may also be covered in other subjects, such as English and Computing.

In non-curriculum areas staff constantly supervise pupils and the respective members of staff will deal with issues involving any bullying. This process of 100% supervision of pupils reduces pupils' opportunities to either be a bully or to be bullied.

1. All child-on-child abuse/ bullying incidents will be reported by all staff.
2. The abusive / bullying behaviour or threats of abuse/bullying will be investigated and dealt with appropriately.
3. At the discretion of the Head Teacher parents will be informed and may be asked to come to a meeting to discuss the problem.
4. Children who represent the school in events and attend after school clubs will have such honours removed if behaviour continues to be a problem.
5. If necessary and appropriate, outside agencies will be consulted.
6. An attempt will be made to help the child who harms change their behaviour.

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

It is the responsibility of the headteacher to implement the school strategy, and to ensure that all staff are aware of the school policy and know how to identify and deal with incidents of abuse/bullying.

The headteacher ensures that all children know that inappropriate behaviour is wrong, and that it is unacceptable in this school. The headteacher draws the attention of children to this fact at suitable moments e.g., assemblies. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of inappropriate behaviours. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **The role of staff:**

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. The staff will act in relation to bullying that may include:

- Differentiation of curriculum/teaching style to promote non-confrontational situations.
- Building positive interpersonal relationships which model non-aggressive interaction.
- Acting against acute incidents ranging from verbal reprimand to exclusion.
- Recording incidents on Bromcom as soon as possible. If a pattern becomes established, then further action may be taken.

- Informing a member of the Senior Leadership Team of any serious incident as soon as possible and making the individual's class teacher aware of the situation
- Making all pupils aware of the school's position on bullying and on bystanders to bullying incidents.

### **The role of parents:**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the child who is bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership Team. Parents have a responsibility to support the school's behaviour policy, actively encouraging their child to be a positive member of the school.

### **The role of pupils:**

Pupils are encouraged to tell anybody they trust if they are being hurt, and if the behaviours continue, they must keep on letting people know.

**We do ask parents to support our systems so that we work in partnership to ensure the absolute best for our students**

## **KEY ISSUES**

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Mobile Phones**

Y6 students are only allowed to bring mobile phones into school when parents wish them to have them at the end of the school day to contact them. Parents must make these arrangements with school in writing. Phones must be handed in the school office the beginning of the day and parents must have signed the school agreement.

When it is suspected that a mobile phone has been used for inappropriate purposes such as cyber bullying etc. the school has the right to read, copy or delete messages. The phone will be confiscated and returned once parents are informed of the issues.

<https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/>

Searching\_\_Screening\_and\_Confiscation\_guidance\_July\_2022.pdf

### **Watches/Music Players**

Students may not use these at school; other than watches for time telling purposes.

### **Dress Code**

- Students should be always in full school uniform
- No trainers to be worn around the building other than for PE/dance •  
Hairstyles should not draw particular attention to the wearer. Strongly coloured hair/shaven heads/razor markings are not permitted
- Make up/nail varnish/false nails are not permitted.
- Body piercing and body decoration is not permitted.

- 1 pair of stud earrings and a watch are permissible.
- No jewellery should be worn on PE days.
- Where a headscarf is worn, it should be black or navy.
- Pupils can wear a specialist swimming outfit that allows full body coverage.

### **Social Media**

Posting malicious or inappropriate content of school staff on social media will be taken seriously and the headteacher will discipline the pupil in accordance with this policy.

**High Caffeine Drinks/ Energy Drinks** These are not permissible in school.

### **Smoking**

Any student found in possession of cigarettes and electronic cigarettes will trigger the use of the consequence system. Any items discovered will immediately be confiscated and parents informed.

### **Offensive Weapons**

Under no circumstances are students allowed to bring any form of weapon into Wrekin View Primary School. Students who do so face permanent exclusion.

### **Drugs/Alcohol**

Under no circumstances are students allowed to bring any form of drugs or alcohol into the building – except for prescribed medication which must be handed into the admin staff, support staff or Qualified First Aider. Students who do so risk permanent exclusion.

### **Searching Students**

On the rare occasion when we may need to, school staff have the right to search students, with their consent, for any item which is banned by the school rules. Wrekin View Primary School follows Searching, Screening and Confiscation Advice for schools July 2022, searching and confiscation in schools. There must always be a witness who, if possible, should also be of the same gender. If there was a very rare event where staff felt that a child was at risk of harm or harming another child, reasonable force may be used by the person carrying out the search and this may or may not be with consent.

Schools are not required to inform parents before a search takes place or to seek their consent to search a child. There is no legal requirement to make or keep a record of a search. Wrekin View Primary School will inform parents or guardians where alcohol, illegal drugs or potentially harmful substances are found and ask them immediately to come to school. If there are any complaints regarding searching, they are dealt with through our complaints procedure which is accessible on our website.

### **Use of Reasonable Force**

Identified staff members are trained in managing actual and potential aggression with the aim of minimising the need to hold a child. Staff have the authority to use reasonable force to prevent students committing an offence, injuring themselves or others or causing major damage to property.



Members of staff are trained how to use physical intervention with a child where needed always with the aim of preventing harm and being in contact with a child for the minimum time possible.

Any incidents of when physical intervention is used by staff with children is recorded using CPOMS (Child Protection Online Management System) and parents are notified on the same day.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property, e.g., doors, walls, and large ICT equipment

Incidents of physical intervention must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

**Staff will not give or threaten corporal punishment to a child**

## Uniform

**Our current expectation on uniform is listed below:**

- Grey, black, or navy trousers/ skirt/ pinafore
- White shirt or polo shirt
- Navy sweatshirt or cardigan with or without the Wrekin View Logo
- Optional Navy blazer
- Optional tie
- Black shoes (not black trainers, pumps, or shoes with logos) • Where headscarfs are worn, they should be black or navy. **Summer Option**
- Tailored shorts
- Blue gingham check dress

### **PE Kit**

- Navy t-shirt (printed with Wrekin View Primary logo or plain)
- Navy shorts / joggers / leggings
- Trainers
- In colder weather, pupils can also wear their Wrekin View navy jumper or a school fleece

### **Optional Items**

- Book bag/document bag (printed Wrekin View Primary)

**All our embroidered uniform is supplied by D Baker & Son, Wellington. Parents can purchase navy sweatshirts and white shirts from elsewhere, such as supermarkets.**

## Attendance

We expect our students to achieve 100% attendance during the academic year.

If your child is unwell and unable to attend school, then please inform the school through parentmail or by telephone and leave a message on our voicemail by 9.00 a.m. We employ an Attendance Officer who is always available to support parents as well as an Educational Welfare Officer (EWO) to support our families. If there is a long-term medical problem, then a letter from your doctor is required.

### **Punctuality**

We expect students to be in school on time. Pupils need to be in school by 8.45am. It is important that students are in school promptly to start lessons as there are morning activities which are key to their learning.

### **Signing in and out of school**

If children arrive late or need collecting early for appointments, they will need to go via the reception. We ask parents/carers, where possible, to arrange routine medical and dental appointments outside school hours. Pupils leaving Wrekin View Primary School for any reason must be collected by a parent/carer.

### **Absence from school during term-time**

We do not authorise absences from school in term time, in line with all other Telford and Trust schools and Department for Education Policy.

### **Modified Timetables**

The Headteacher must agree any modified timetables with the Learning Community Trust. The decision-making process will be linked specifically to the individual case and written in conjunction with recommendations from appropriate professionals.

All students on roll at the school who are subject to a modified timetable are to be made known to the EWO and LA.

Local Authority official paperwork is to be completed by SLT/ SENDco and must be signed by the Head Teacher and parents before being submitted to the relevant officers.

## **Behaviour Letter**

Sent after an incident of high-level behaviour

Dear Parent or carer,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could. It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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## **Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. thank you.

Name of child: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_