

Pentland Primary School



BEHAVIOUR POLICY

Autumn 2020

**This is reviewed by the School Council annually. The School Council also review the Anti Bullying Policy.
Please refer to COVID 19 addendum**

Directors and LAB Members and staff are fully committed to the safeguarding of the welfare of all Pentland pupils

Introduction

All staff at Pentland Primary School believes that in order to enable exciting and effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring and learning environment in the school:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self esteem by encouraging students to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encourage children to take responsibility for their behaviour.
- Explain unacceptable behaviour.

Roles and responsibilities

- The Board of Directors will establish in consultation with the head teacher, staff and parents the policy for the promotion of good behaviour and review it annually. It will ensure that it is shared with pupils and parents in a clear summary which is non-discriminatory.
- Directors and Local Advisory Board Members will support the school in maintaining high standards of behaviour.
- The head teacher and senior staff will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high quality learning environment is created in which students develop self-discipline and personal responsibility.
- The Board of Directors, head teacher and staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Training

The Board of Directors will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

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Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Interrelationship with other school policies

In order for the Behaviour policy to be effective clear relationships with other school policies, particularly equal opportunities and inclusion, have been established. There are close links with our Anti Bullying Policy, Social Networking Policy and Positive Handling Policy.

Involvement of outside agencies

The staff works positively with external agencies (e.g. Local Authority Inclusion Teams, Behaviour, Attendance and Exclusion, health professionals etc.). It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Procedures

The head teacher in consultation with staff will develop the procedures from this policy.

The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, pupils and parents.

The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treat every member of the school equally. Each member of the school community has a responsibility towards the whole community in which we live.

Rewards and sanctions

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Below is the guide for children; this has been developed by the School Council and is shared with all pupils and parents annually. It clearly identifies expectations whilst defining our understanding of poor behaviour.

Home School Agreements

All parents are asked to sign, with their child and teacher, an agreement that sets out the school's expectations. Within this are clear expectations around behaviour. This is to ensure that all parties share the same goals.

REWARDS - INCLUDING THOSE FOR GOOD BEHAVIOUR

At Pentland Primary School, the staff want you to **be the best you can be**. So this can happen, school needs to be a safe and happy place where you can learn and be treated fairly. This is why we expect you to follow the Golden Rules and you should expect us to deal with any behaviour that makes you feel unhappy or stops you from learning.

Our Golden Rules:

- **Be polite**
- **Be kind and respectful**
- **Be gentle with hands, feet, words and objects.**
- **Be a thoughtful speaker and a careful listener.**
- **Be responsible.**



We will know that you are being the best that you can be if:

In the classroom:

- I follow instructions.
- I stay in my place.
- I keep my hands, feet and unkind words to myself.
- I stay on task.
- I use my inside voice
- I walk through the school
- I listen carefully.

In the Dinner Hall:

- I walk sensibly
- I stay in my seat
- I raise my hand if I need help
- I speak only to the children on my table who are close by
- I use my indoor voice
- I use good table manners
- I let people sit next to me if there is a spare seat
- I listen to the adults and follow their instructions.

When an adult asks for our attention we show we are listening by:

- Looking at the adult
- Listening
- Keeping lips still – not speaking
- Hands still, together and empty
- Mind awake!!

When I line up:

- I walk in single file
- I join the end and do not push in.
- I leave a person space in front of me
- I use an inside voice
- I keep my hands, feet and unkind words to myself
- I walk on the right side of the corridor
- I carry equipment, sensibly



Sanctions for poor behaviour

<p>If you choose to behave as we expect you to then you will be rewarded by: smiles and praise, stickers, Bee Team points, earning Golden Time, Worker Bee awards issued by the head teacher and Buddy Awards.</p>	<p>We use traffic lights to help you make good choices – children are helped to stay on green by being reminded of their choices.</p>	
<p>For those children who choose not to behave as expected, there is a series of consequences:</p>		
<p>Types of Behaviour that will not be accepted:</p> <ol style="list-style-type: none">1. Insolence2. Refusal to work3. Aggressive actions towards pupils4. Aggressive actions towards staff5. Fighting6. Bullying7. Leaving work area without permission8. Spitting9. Vandalism10. Swearing/offensive remarks – racist, sexist, homophobic and disabilist.11. Refusal to comply with uniform (clothing, hair, shoes, etc)12. Cheating13. Unauthorised climbing 	<p>Steps that are taken if the right choices are not made (this varies according to each incident):</p> <ol style="list-style-type: none">1. Reminders to change the unacceptable behaviour and make the right choices2. Final Warning3. Move to Amber traffic light4. Time out in own classroom5. Time out in another class6. Red traffic light - detention7. Time out with senior member of staff8. Letter to parents and child placed on report for a week.9. Parents to meet with senior member of staff and child placed on report for a further week10. Internal exclusion with Mrs Ducker or Senior Member of Staff which includes losing playtime and lunchtime	
<p>SEVERE CLAUSE</p> <p>If a child does not respond to the above steps, the staff will use their discretion; they could withdraw the right to go on the playground or exclude a child for lunchtimes. Anything at this level will be in consultation with Senior Staff and parents.</p> <p>If a teacher deems the pupil to have seriously misbehaved e.g. physical assault, leaving class without permission, using foul and abusive language towards a member of staff, a severe clause may be adhered to. Here, a child is sent accompanied to the headteacher or deputy headteacher who will contact parents immediately to discuss the child's behaviour and which may lead to immediate fixed-term exclusion. This could be in another school.</p>		



SUPPORT STRATEGIES

Strategies to Modify Behaviour

Individual Behaviour Plans (IBPs) and Weekly Reports are used when behavior has been identified as being poor. These are shared with parents and completed by the class teacher with support from senior staff.

Continued poor behaviour would result in consultation with external agencies and, following their recommendations, the child would be placed on the SEND register.

Investigating incidents, searching and confiscation

The following procedures can be used following a serious incident. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Investigation of incidents

If a serious disciplinary offence appears to have been committed, the member of staff concerned should inform the Head Teacher/Deputy Head Teacher as soon as possible. The Head Teacher or her designate will decide the nature of investigation required, usually including conducting an initial interview with the pupil/pupils concerned and by arranging for the pupil/pupils concerned to produce a statement relating to the matter.

CCTV cameras may be checked to provide evidence of the facts.

It is also important that disciplinary matters, particularly serious ones, are investigated at a measured pace and that no premature judgments are made concerning the matter.

Once an investigation for a serious offence begins it may be necessary for the pupil/pupils concerned to be supervised by a member of staff or in extreme cases isolated from other pupils. Any investigation will be conducted away from the public gaze.

When a pupil is interviewed he/she should be made aware of the matter being investigated at the start of the interview.

It should also be made clear at the start of an interview that pupils are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful, contemporaneous notes are kept during all interviews. Individual written statements should be taken wherever possible and they must be dated and signed and dated by the pupil concerned.

Searches and confiscation

If a member of staff suspects that a pupil is in possession of a prohibited object the pupil may be searched. This search of a pupil should be conducted by the Head Teacher or a member of staff authorized by the Head Teacher. The search should be conducted where possible by a member of staff the same gender as the pupil, and with another adult (where possible of the same gender). Before any search is undertaken consent will be sought from pupils. If consent is refused,

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the pupil will be asked to say why s/he has refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of e.g. knives or stolen items (referred to in the legislation as prohibited items), the pupil may be searched without their consent. When being searched, pupils cannot be required to remove their socks or tights, shirts, trousers or skirt; they may only be required to remove "outer clothing" such as coats and jumpers. Searching the pupil's possessions includes searching a pupil's goods over which he has or appears to have control. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the school rules. Where any article is thought to be a weapon it must be passed to the police.

It is not a requirement to inform parents before or after a search takes place or to seek their consent to search their child, it is however school policy to inform parents when a search has taken place.

All searches will be carried out in accordance with department for Education Guidance: *Screening, Searching and Confiscation: Advice for Head Teachers, Staff and Governing Bodies (2011)*

Use of Reasonable Force

It is the school's aim to maintain a calm and orderly environment by the use of rewards and sanctions as set out above. Staff are trained to use Team Teach - and a key element within this is de-escalation. When this has not worked or when children are not safe, it can be necessary to physically control pupils for their own and others safety.

The Education and Inspections Act 2006 clarified the right of school staff to use such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is for school staff to determine where force should be used, dependent on individual circumstances. Such situations might include;

- preventing a pupil attacking a member of staff or another pupil
- restrain a pupil at risk of harming themselves through physical outbursts
- remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so.

The right to use force is for all teachers and supervisory staff or others who the head teacher has temporarily authorised (e.g. unpaid volunteers, including parents)

It is the practice of the school (and Stockton Local Children's Board Policy) to inform parents where physical force has been used and for incidents to be recorded.

Where it is likely that a pupil's behaviour indicates that restraint might be needed from time to time then the school will consult with parents and relevant professionals and an individual behaviour plan will be developed.

Parental consent for restraint is preferred but the law does not require it.

Complaints

Any complaint about the use of force should be directed to the head teacher who will ensure that it is speedily and appropriately investigated. Complaint forms are available at the school's office. The onus is on the person making the complaint to prove that the allegation is true – it is **not** for the member of staff to prove that s/he acted reasonably.

The use of force and complaints with regard to them will be managed in accordance with Department for Education Guidance:

Use of Reasonable Force: Advice for head teachers, staff and governing bodies (2011) and *Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Head Teachers, School staff, Governing Bodies and Proprietors of Independent Schools*. Note is also taken from *Positive Environments where Children can Flourish, March 2018*.

If a complaint is received, the school will notify the Local Authority's Officer with responsibility for Allegations – LADO whose contact details are: email: Philip.curtis@stockton.gov.uk telephone number: 01642 527413

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