



# Behaviour Policy



**Date issued: March 2017**  
**Ratified by the Trust Board:**  
**Review Date: March 2018**

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy and Restorative Practice Policy.

### **Equality Act 2010**

At Pearson Primary School we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative Practice philosophy. Restorative practice aims to build our Collingwood community and to repair and strengthen relationships within our community.

Our school embraces Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

### **A shared ethos**

We will strive to encourage all of our pupils to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and , in doing so, make a positive contribution to the lives of others

At Pearson Primary School we believe that:

- \*Everyone has the right to be heard/listened to
- \*Everyone has the right to feel safe
- \*Everyone has the right to learn
- \*Everyone (adult and pupil) should strive to be the best they can

### **Aim**

As a well mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- \*Encourage all children to be proud of themselves and our school
- \*Encouraged good manners and self-discipline in a secure environment
- \*Promote respect and tolerance at all levels
- \*Build self-esteem in all children through our Restorative Community
- \*Provide opportunities for all children to experience success
- \*Encourage interest and motivation through the opportunities provided in different aspects of school life
- \*Encourage a sense of responsibility through our Restorative Practice
- \*Attend to the needs of the whole child, this will look and feel different for every child

\*Provide equal opportunities for all and strive to be a fully inclusive school

### **The Responsibility of Our School Community**

In order to ensure that all children are safe, can learn, and be respected, all members of staff have a duty to make sure that the school code of behaviour which underpins the above are applied consistently. There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE (Jan 2016 Behaviour and Discipline in Schools guidance).

Our Code of Behaviour (school rules) is worded positively to emphasise good behaviour, it is reviewed at the beginning of the year by the school council and each class sets its own class expectations (non negotiables), which are displayed as a reminder and referred to regularly.

Our school Code of Behaviour is displayed in every classroom and on all corridor areas, halls, etc.

We believe that good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties.

Regular communications will take place in a number of ways, for example:

\*Teachers speaking face to face with parents on a daily basis as they bring/collect pupils

\*Regular parent consultation days which are a three way process involving the child reporting on their own progress, and the teacher listening to the parents

\*An open door policy where parents are encouraged to consult with the school over matters of concern

\*Parents events such as workshops, 'stay and..' events , coffee mornings, class assemblies, family challenges

\*Regular newsletters sent home

\*Face to face meetings when a child is displaying difficulty

### **Our Code of Behaviour**

The children design their own classroom charter based on the following principles:

- Speak to and treat others kindly
- Keep hands and feet to ourselves
- Follow adult instructions
- Respect each other
- Respect and look after school property and that of others

We believe that the relationship between class teacher and pupil underpins good behaviour

The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The children and adults are responsible for their own actions and the choices that they make.

Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

Restorative circles are encouraged as the first point of call and can be instigated by children and adults (see appendix for restorative questions to be used in the circles).

### **Promoting Responsible Attitudes**

The principles of Restorative Practices are promoted by the school community (See RP Policy). The deed will be separated from the doer and children are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Children are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others in the following ways:

\*Children in all classes are voted by their peers to represent them as school Council members

\*Buddies help younger children to organise and play games during playtime

\*Peer support is used during lesson time and around school

\*E-safety officers support other children with any worries about internet safety or Cyber bullying.

### **Unacceptable Behaviour**

At Pearson Primary, there is no place for violence, bullying (including cyber bullying), harassment, (racial, sexual or other), vandalism, rudeness, or bad language within our school community. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour should be dealt with firmly, in line with the school's anti-bullying policy. Pupils are advised to inform staff whenever bullying or harassment is evident. The School Council takes a leading role regarding information about bullying and prevention.

Pearson Primary School promotes the concept of 'Fair Process' within our community, which provided a means for it's members (adults and pupils) to measure unacceptable behaviour.

Rewards rather than sanctions are our preferred incentive to good behaviour.

### **REWARDS**

- Verbal praise

- Star of the week certificates and mentions in praise assembly
- Stickers and bracelets
- Visit to a senior leader/Head for reward sticker
- Phone call or postcard home to parent
- Golden time
- In class reward system

## SANCTIONS

- Missing breaks or part of lunch hour
- Exclusion from their class community (until a restorative circle can take place )
- Participation in a restorative circle with agreed consequences
- Withholding participation in a special event or trip that are not an essential part of the curriculum
- Completing work missed due to behaviour in own time
- Spending time 'Repairing Harm' e.g. cleaning up defaced equipment/putting classroom back in order/repairing broken resources

### **Classroom Sanctions**

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process'(RP) pupils who are misbehaving are given where possible choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

## **DEALING WITH INAPPROPRIATE BEHAVIOUR**

### **Stage 1**

A Class teacher will operate a 'name and cross' system which will be consistently applied throughout the school. The focus will be on minimum disruption, praising the positive, and signposting any appropriate behaviour.

#### **1. First Offence:**

If behaviour is identified as disrupting the learning of others or themselves, then the teacher will firstly issue a verbal warning. Following this, if the behaviour persists, the child's name will be written on the board as a signal to that child that their behaviour is unacceptable. **The teacher will not stop the lesson to talk to the child.**

#### **2. Second Offence**

If the child then chooses to continue to disrupt, then the teacher will ask the child to place a cross against their own name in view of the rest of the class. The child will be warned that if they choose to continue with their inappropriate behaviour then a further cross will be placed and they will be asked to leave the classroom to work with the partner class.

### **3. Third and Final Offence**

At this point the child will be asked to put a further cross against their name and will be accompanied to the partner class by another child or ASA. The child when entering the class will sit separately and complete their work. Time will be allowed for the child time to reflect upon their behaviour and the affect on themselves and others.

Partner Classes are as follows:

Reception- Nursery

Yr 1- Yr2

Yr 3- Yr4

Yr 5- Yr6

The aim should be for the child to spend 10 minutes with the partner class before being reintegrated into their own class. If the child continues to create a problem both within the partner class or back in their own class then the Phase Leader must be informed.

**If a child has been sent to a partner class the class teacher must record it in the behaviour log.**

#### **Stage 2**

If a behaviour incident is entered in the behaviour log more than twice in a half-term the class teacher must contact parents and have an informal meeting about the child and their behaviour.

At this stage the class teacher and parent may choose to agree specific targets for the child remainder of the half-term and logs all activity. The child will be involved in deciding these targets.

#### **Stage 3**

If the targets are not improving the behaviour, the class teacher refers the child and parent to the Phase leader who holds a second meeting with parents and SENCO to establish new strategies and inform the parents of the possibility of exclusion if the child's behaviour does not improve. Support may be offered through the Emotional Well Being/family Support Worker. At this stage both pupil and parent will be informed that if their behaviour continues to be unacceptable then they will be at risk of an exclusion.

#### **Stage 4**

If still unsatisfactory, Phase Leaders refer child and parent to Behaviour and Inclusion Leader/SENCo or Head teacher. Then a further meeting with parents will be convened, during which the leader will review events leading to the meeting, using the log as evidence. At this point the school may decide on strategies from external agencies or exclusion.

- Each case will be reviewed on its merits by all professionals who have dealt with the child.
- Children should not normally bypass stages except for very serious offences.
- Other serious incidents should be reported to a member of the Senior Leadership Team

- The class teacher, who knows the child best, has the option of not referring to the phase leader but continuing to deal with the pupil within the classroom. Once a referral to the phase leader has been made, however, progression through the stages is automatic unless the child modifies his/her behaviour.
- Cases may then be referred to the Behavioural Support Unit (Whitehouse) or Educational Psychologist. All referrals will be managed by the SENCO and parental permission will be sought.
- If behaviour continues after internal and external support is in place then a fixed term exclusion, usually ranging from 1 to 3 days, will be imposed. A 'Return to School' meeting will be held where all parties involved will be present
- The school may decide to enforce an 'in-school' exclusion. At this point the pupil will work within a different year group for a period of 3-5 days, dependent on the severity of the situation. All cases are viewed on an individual basis and at this point the school will invite the parent and pupil to a consultation meeting to discuss a plan of action
- As a final resort, pupils who are unable to comply with the school's code of behaviour could be excluded. There are two types of exclusion; 'fixed-term' and 'permanent' which are outlined below:

## EXCLUSIONS

At Pearson Primary School we see exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our school.

## PARENTS AS PARTNERS

Good communication which is open, accurate and honest with parents is essential, particularly when supporting a child with behaviour difficulties.

*Regular communication with parents will take place in a number of ways, for example:*

\*Teachers speaking face to face with parents on a daily basis as they bring/collect pupils

\*Regular parent consultation meetings involving the parent, child and teacher talking together about the child's progress

\*An open door policy where parents are encouraged to consult with the school over matters of concern

\*Parents events such as workshops, presentations, coffee mornings and assemblies

\*weekly coaching news and termly class newsletters

\*face to face meetings when a child is displaying difficulties as outlined above in our behaviour strategies

## General Note

1. At every stage the child should be involved in or informed of the action taken
2. Urgent or serious incidents should be referred straight to the head teacher
3. Refer also to the Anti-bullying/E safety/Child Protection and RP policies
4. Entries in logs should be factual and action/follow up should be recorded

Behaviour logs should be used to keep updated records and submitted to the Family Links/Emotional Wellbeing officer and/or SENCo

## **Behaviour Beyond the School Gates**

Teachers have the power within reason to discipline pupils for misbehaving outside of the school premises (see Behaviour and Discipline in Schools DfE guidance Jan 2016)

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Teachers may discipline pupils for:

- Misbehaviour when the pupil is taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

## **If a child leaves the school premises at the wrong time, the school office/Senior leader should be informed immediately.**

This policy applies to all children registered and visiting the school. It relates to all incidents that occur on the premises or during academic times (trips/visits). In line with section 89 of the Education & Inspection Act 2006 it also applies to poor behaviour not on the premises. This could include incidents on the way to and from school or all forms of bullying, which impact on the life of the school; welfare of the child/ren or the emotional wellbeing of children. Teachers have the powers to discipline pupil's misbehaviour outside the school premises 'to such an extent as is reasonable'.

## **Lunchtimes**

Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, mid-day supervisors should follow the procedures outlined in this policy statement and also refer to the Restorative Practice policy.

## **Using force to control or restrain pupils**

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- \*Committing a criminal offence.
- \*Risking the safety of self and/or others.
- \*To maintain good order and discipline in the classroom
- \*To prevent damage to property
  - See physical intervention policy

Guidance can be found in Section 93 of the Education and Inspection Act 2006 issued by the DfE

'Reasonable 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 pupil needs to be restrained to prevent violence or injury.

### **Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff**

If an allegation is determined to be malicious, the Child Protection Co-ordinator may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

### **Procedures**

#### **Monitoring and evaluating Behaviour over time**

Incidents forms are available and should be completed for :

- \*All racial and discriminatory incidents
- \*Acts of bullying and harassment
- \*Serious incidents
- \*Repeated low level incidents over a short period of time
- \*Any other incident which in the teachers judgement needs logging

Family Links/Emotional Wellbeing officer has responsibility for checking logged incidents on a regular basis and identifying any patterns.

### **TRAINING**

The Headteacher at Pearson Primary School has the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available

### **CONCLUSION**

This pupil behaviour and discipline policy aims to encourage and support good behaviour and to develop self-discipline amongst our pupils. These guidelines and those outlined in our Restorative Practice Policy ensure that all staff are consistent in their expectations. The staff and governors will work in partnership with parents and other agencies, if appropriate to ensure high standards of conduct, discipline and achievement .

This policy will be monitored and evaluated by governors and staff on an annual basis.

Guidance as been taken from Behaviour and Discipline in Schools, advice for Headteachers and School Staff , January 2016

### **Related internal and national guidance**

This policy should be read in conjunction with the following internal and national guidance:

#### **National guidance**

- DfE: Behaviour & Discipline in Schools. Advice for headteachers and school staff – January 2016
- DfE: Keeping Children Safe in Education. Statutory Guidance for schools and colleges – Sept 2016
- DfE: Preventing and tackling bullying. Advice for headteachers, staff and governing bodies – Oct 2014
- DfE: Screening, Searching & Confiscation. Advice for headteachers, staff and governing bodies – February 201
- DfE: Use of reasonable force. Advice for headteachers, staff and governing bodies – July 2013

## APPENDIX

### **Effective Statements**

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

#### Statements

I was very disappointed when you did that to John.  
I am upset and angry by what has just happened.  
I feel that all the work I have done has been wasted through your actions.  
I feel that (describe the action) was very disrespectful.  
I feel disrespected and angry when you ignore me.  
I am sorry that I misunderstood the situation.....  
I feel really proud of you when I heard.....  
I feel really pleased and encouraged that you made the right choice.  
I respected your honesty and thank you.  
I want to thank you for your cooperation.

### **Restorative Questions**

To be used by adults and children to support situations where harm has been done

#### Questions

What happened? – followed by:  
What were you thinking about when you did that?  
How did your actions affect.....?  
How do you think.....felt about what you did?  
How do you feel about what you did?

**How do you feel about what you did and the affect it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the child.

### **Minor Incidents**

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;

- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

**When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the child.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

**Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the child in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the child and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.