



# Behaviour Policy

**Last Reviewed: December 2023**

**Next Review Due: September 2024**



At Prenton Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment, which is safe, friendly and fair. Our school has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Positive behaviour must be carefully developed and supported. Developing pupils' self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences, which are seen by all to be fair and just and applied consistently, when standards are not maintained. Through positive role modelling, by adults who care for them in school, and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

Equal opportunities are central to all aspects of life at our school. At our school we aim to provide equality regardless of age, disability, gender reassignment, pregnancy and maternity, race (this includes ethnic or national origins, colour or nationality), religion or belief (this includes lack of belief), sex and/or sexual orientation. We recognise all of the above as protective characteristics. We acknowledge our legal duties under the Equality Act 2010 and consider this when managing behaviour, recognising our duty to make reasonable adjustments for all stakeholders. Our school will always take such steps, as it is reasonable to avoid disadvantage.

For our children, we seek to provide the same quality and breadth of opportunity for all, regardless of age, race, religion or belief, colour, gender, sexual orientation, social background, special physical or educational needs. We recognise that many pupils, at some time during their time at school, will require extra support in managing their behaviour and emotions. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils.

## Vision

Prenton Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of **Believe to Achieve** underpinned by three principles: **Work Hard, Be Kind, and Never Give Up.**

## Legislation and Statutory Requirements

- This policy is based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools and Searching, screening and confiscation at school.
- The Equality Act 2010
- Use of reasonable force in schools 2013
- Supporting pupils with medical conditions at school 2015
- Special educational needs and disability (SEND) code of practice 2014
- Education Act 2002, amended 2011
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online
- Keeping Children Safe in Education – September 2023 Update
- Education and Inspections Act 2006.

## Intent of the Behaviour policy

- To encourage a calm, purposeful and happy atmosphere within school that is conducive to learning.
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- To develop a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To encourage our pupils to co-operate with one another and with the adults in school.
- To ensure that everyone is clear about their role when managing a pupil's behaviour.
- To make the children aware of unacceptable behaviour.

- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and can begin to regulate their own emotions.
- To adapt our approach to meet the needs of the individual particularly pupils with SEND and to ensure that pupils are always given choices.
- To ensure that adults use consistent language to promote positive behaviour.

### **Roles and Responsibilities**

Behaviour Management is the responsibility of all stakeholders at Prenton Primary School.

#### **The Governors**

- The governing body is responsible for reviewing and approving the behaviour principles as outlined in this policy.
- The governing body will also review this behaviour policy in conjunction with the Head teacher and monitor the policy's effectiveness holding the Head teacher to account for its implementation.

#### **Head teacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.
- The Headteacher supports the staff by implementing the policy, by setting high standards of behaviour, and by supporting staff in the implementation of the policy. (The Headteacher supervises records of all reported serious incidents of misbehaviour.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school Governors have been notified.

#### **The Senior Leadership Team**

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- The senior leadership team will support staff in responding to behaviour incidents.
- Ensure staff training needs are identified and targeted

- Support teachers in managing pupils with more complex or challenging behaviours

### **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Building positive relationships between adults and pupils
- Praising good behaviour and positive friendships
- Providing a personalised approach to the specific behavioural needs of particular pupils, taking into account the social and emotional well-being of individuals and making reasonable adjustments, if required for SEND pupils
- Recording behaviour incidents using online monitoring systems.
- Identify pupils to receive the weekly merit/postcard/telephone call to parents to mention a positive aspect that has been noticed that week
- Take time to welcome pupils at the start of the day with "Good morning..."
- Always redirect pupils by referring to school expectations regarding remaining in the green zone on the rocket
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Recognise the emotional and mental health of pupils and identify concerns in a timely manner

### **Parents**

Parents are expected to:

- Be proactive in promoting high standards of behaviour.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Be supportive of sanctions that school uses to address behaviour that falls below expected levels.
- Monitor pupils' usage of social media to ensure language and content is appropriate.

### **Language around Behaviour**

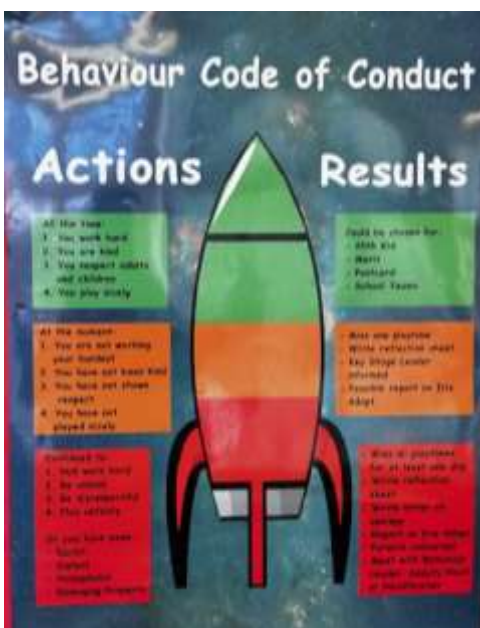
- At Prenton we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.
- Staff should remain professional and calm at all times.
- Conversations should follow a pattern and behaviours should be discussed as the behaviours they are, and not be personal to the child.

- Conversations around behaviour should be conducted, in the first instance, by the class teacher.

## Behaviour Code of Conduct

### Sanctions should:

1. Make it clear that unacceptable behaviour affects others.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Be in proportion to the action
5. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.



At Prenton Primary, we use a 'Behaviour Rocket System' to reward positive pupil behaviour and to issue sanctions if pupils' behaviour falls below expectations.

Everyday each pupil is given a fresh start and so at the start of each day all pupils' names are all within 'Green Zone'.

### How do you stay in 'Green Zone'?

#### 'Actions'

- You work hard
- You are kind
- You respect adults and children
- You play nicely

### What are the consequences of being in 'Green Zone'?

#### 'Results'

- 20<sup>th</sup> Kid nominations
- Merit
- Postcard
- School team selection

Why would a pupil be moved to 'Orange Zone'?

'Actions':

- You are not working your hardest
- You have not been kind
- You have not shown respect
- You have not played nicely.

What are the consequences of being in 'Orange Zone'?

'Results':

- Miss one playtime
- Complete reflection sheet and hand to senior leader
- Key stage leader informed
- Online record kept.

Why would a pupil be moved into 'Red Zone'?

'Actions':

Continued to...

- Not work hard
  - Be unkind
  - Be disrespectful
  - Play unfairly
- OR you have been:
- Racist
  - Violent
  - Homophobic
  - Damaging Property

What are the consequences of being moved into 'Red Zone'?

'Results'

- Miss all playtimes within the day
- Complete reflection sheet and hand to senior leader
- Write letter of apology
- Online record kept.
- Meet with DHT or HT
- Parents/carers informed.

**Behaviour Pathway**

**Misbehaviour**

- 1) Class teacher or teaching assistant will talk to pupil and encourage them to refocus and redirect their behaviour.
- 2) If the behaviour continues, a reminder will be issued by the class teacher.
- 3) If the behaviour continues, the pupils' name will move on the 'Behaviour Rocket' to 'Orange Zone'.

## **Serious Behaviours**

Some children exhibit particular behaviours based on early childhood experiences, trauma and family circumstances (ACES). As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as last resort and only if agreed by the Headteacher in advance.

## **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Failure to follow instructions

**Serious misbehaviour** is defined as:

- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are: Knives or weapons, Alcohol, Illegal drugs, Tobacco, vapes and cigarette papers.
- Use of mobile phones in school including discos or out of school activities such as a residential or school trips
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Some of these behaviours may result in permanent exclusion.



## **Physical Attacks on Adults**

At Prenton, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves and should call for support if needed.

All staff should report incidents directly to the Headteacher or Deputy Headteachers. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by either the Headteacher or Deputy Headteachers.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are an inclusive school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

## **Exclusions**

Exclusions will occur following extreme incidents such as violent, abusive/destructive incidents at the discretion of the Headteacher. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Permanent Exclusion or Out Of School Transfer**

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

## **Bullying**

Bullying, in any form, is not tolerated at Prenton Primary School. We are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. We foster high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. Bullying can be defined in a number of ways such as:

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying can take place between pupils, between pupils and staff; or between staff; by individuals or groups; face to face, indirectly or using a range of cyber bullying methods. The school and staff are proactive in ensuring that pupils understand what bullying is, the different forms it takes and how to deal with it should it occur. All pupils are well informed via assemblies, PSHE/RSE, displays around school and texts linked to the subject matter that bullying is wholly unacceptable. Bullying includes;

**Verbal bullying** – name-calling, taunting, mocking, making offensive comments and teasing

**Physical bullying** – kicking, hitting, punching, pushing and pinching,

**Emotional bullying** - producing offensive graffiti, excluding people from groups, spreading hurtful and untrue rumours, being forced to do things against own will and taking belongings or money

**Cyber bullying** – offensive text messaging and e-mailing and sending degrading images by phone or the internet

## **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 with one another. The Deputy Headteacher meets with all Secondary Heads of Year and the SENDCo meets with SENDCos from the Secondary schools; Y6 teachers are also involved in the transition process. A senior member of staff will meet wherever possible with Nursery settings to ensure a smooth transfer for children at the beginning of their school journey.

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

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Anti – bullying policy
- Cyber bullying policy
- Exclusions policy
- Manual handling policy
- Safeguarding policy
- Special Education Needs and Disability policy
- Whistleblowing policy
- Attendance policy
- Keeping Children Safe in Education 2019

### **Physical Intervention & Use of Reasonable Force**

#### **What is reasonable force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools 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.
5. 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.
6. 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?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

#### **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. In a school, force is used for two

main purposes – to control pupils or to restrain them. 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. Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

**Schools cannot use force as a punishment – this is always unlawful.**

The school will record all serious behaviour incidents using CPOMS and any restraints using CPOMS and Appendix C which must be attached as a file to the log on CPOMS

**Searching Pupils Confiscation of Items**

**Key Points Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

**Schools' obligations under the European Convention on Human Rights**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

### **Who can search?**

Any teacher who works at the school, and any other person who has the authority of the Headteacher.

### **Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

### **When can I search?**

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Such items should be handed in to a senior member of staff.

### **The Power to Discipline Beyond the School Gate**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and governing body every year. At each review, the policy will be approved by the Headteacher. We aim to provide a working environment where all members of the school community feel safe and secure. The policy aims to ensure this is achieved and aims to improve the quality of pupil behaviour in our setting.