

Behaviour and Discipline Policy

Palace Fields Primary School



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1. Aims

Palace Fields Primary School is a values driven school community that supports the development of positive behaviour in a happy, secure, safe and caring environment.

Our behaviour policy is underpinned by our core values:

Ambition

Creativity

Ownership

Resilience

Nurture

Our values are promoted through all our work in school: curriculum; assemblies; social times. Children are encouraged to demonstrate the values in all their work and interactions with others.

Within our school community we have the expectation that everyone (staff, pupils and parents) promote ambition, creativity, ownership, resilience and nurture in order that we can continually outwork our motto of "Learning and Growing Together".

This policy aims to:-

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to behaviour management.
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Define what we consider to be unacceptable behaviour, including bullying and Sexual Violence and Sexual Harassment (SVSH).
- Outline how pupils are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

This policy complies with our funding agreement and articles of association.

3. 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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy found at: <https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14>

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Principal/Head of School to account for its implementation.

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- notify the head teacher and give him or her related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the Executive Principal, Head of School, school staff, parents and pupils.

The governing body must provide clear advice and guidance to the Executive Principal/Head of School on which they can base the school behaviour policy.

The governing body will notify the Executive Principal/Head of School that the following should be covered in the school behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the Executive Principal/Head of School, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.

The governing body will, in consultation with the Executive Principal/Head of School, consider what the school's response will be to:

any bad behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or in some other way identifiable as a pupil at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

5.2 The Head of School

It is the role of the Executive Principal/Head of School, 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. It is also the responsibility of the Executive Principal/Head of School to ensure the health, safety and welfare of all the children in the school.

The Executive Principal/Head of School supports the staff to implement the policy and by promoting high standards of behaviour and offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

The Executive Principal/Head of School has access to records of all reported incidents of misbehaviour in the online behaviour logs which is reviewed regularly to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

The Executive Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Principal may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

The Executive Principal/Head of School must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year

5.3 Teachers and staff

It is the responsibility of all staff to ensure that the school values are demonstrated by the children throughout the school day.

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school values are demonstrated within their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour at all times, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and consistently. The teacher treats all children in their classes with respect and understanding.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on CPOMS.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate pupils' property.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole- school policy.

The role of support staff

The staff at Palace Fields Primary School have high expectations of the children in terms of behaviour. The support staff in our school strive to ensure that all children work to the best of their ability.

All support staff must treat each child fairly and ensure that the values are being demonstrated consistently and treat all children with respect and understanding.

Support staff should report any significant incidents back to the class teacher and if necessary record on CPOMS, but take responsibility for dealing with any situations themselves.

5.4 Parents and carers

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, always demonstrating our core values.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix 2. Home-School Agreement)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents/carers into school and make them feel valued.
- Clearly define the role of parents/carers in school, matching interests and skills to activities.
- Develop good communication between parents/carers and school.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full time education either at school or by making other suitable arrangements.

Where a child is not a registered pupil and other suitable arrangements are not made, the parent may receive a school attendance order from the local authority requiring them to register their child at a school.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £120). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £60 (rising to £120).

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school and any fixed period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority applies for one.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
 - The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Mobile phones are permitted for the safety of pupils when walking to and from school. Pupils must turn their phone off when entering the school grounds and hand these in to their class teacher. Mobile phones are then locked safely in the school office.

Mobile phone use is not permitted by pupils during the school day.

Staff must only use mobile phones in designated areas at their break times.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

In order to assist with the implementation of our discipline policy, staff should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from playgrounds. (Where possible year groups can work together)
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns.
Give reasoned explanations for the core values and any resulting sanctions.
- Use key words for reinforcement e.g. kindness, care and consideration, sharing, friends.
- Use a common reward system throughout school eg learning behaviour points.
- Praise individuals, groups, classes or key stages as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.

- Actively support parental involvement in school and remind parents that they have a valuable role to play.
- Utilise present communication systems in school.
- Use identified procedures for non-attendance, persistent lateness.
- Whenever dealing with incidents staff must:
 - demonstrate their understanding that all behaviour is communication and so making every effort to understand it.
 - Ensure that all consequences are viewed as restorative – with appropriate responses that aim to scaffold a child’s behaviour to improve.
- Involve outside agencies where necessary through consultation with the SENDCO.
- Provide small group support to develop social skills and promote positive behavior in groups such as Talk Time, Time for Talk, Socially Speaking and Circle of Friends.
- Arrange for counselling in school with an appropriate adult. Arrange for a child to be supported through talking to a designated member of staff.

Positive classroom management and strategies

To promote good discipline within the classroom staff should aim to:

- Establish defined classroom areas.
- Label resources clearly and make them easily accessible.
- Design classroom layout to facilitate ease of movement.
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly.
- Place emphasis on independent learning.
- Avoid queues.
- Avoid unnecessary movement around classrooms.
- Be well prepared and organised.
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc. We seek to praise in public and reprimand in private
- Maintain a quiet, calm atmosphere.
- Encourage children to raise their hands rather than interrupt.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

Behaviour Modification

This process can be used with individual groups of children, classes or year groups as appropriate. All members of staff involved with the target group should work corporately and consistently.

Intervention Techniques include:-

Refocus through a WIN conversation: Don't be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding e.g. I understand you are feeling X but I need you to X thank you.

Thrive – AVRs/Shine a Light

As a staff we will de-escalate behaviours and support pupils developing their self-discipline through the use of AVR conversations. This stands for attune, validate, regulate.

Attune – Be alert and attune to the pupils feeling showing you can see how they are feeling through non-verbal cues.

Validate – Validate the pupil's emotion/experience/perspective. This stage needs to happen before pupils can be supported to regulate themselves.

Regulate – model how to self-regulate and guide the pupil through this process

Once regulated, pupils are then able to reflect on behaviours and begin to learn from these. It is at this stage the Thrive 'Shine a Light' will be used. This focuses on four key questions for the pupils to answer.

1. What did I do?
2. Why did I do it?
3. What was I feeling?
4. What could I do differently next time?

- **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.

- **Meet and greet:** Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Ensure you are at your classroom door to welcome children in from 8:40.

- **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying? You may need to make the non-verbal signals you use explicit for the children by rehearsing them to ensure a shared understanding.

- **Voice matching:** Your voice should be at the volume and intonation you expect from the pupils. A loud and aggressive voice will usually result in a loud and aggressive response.

- **Proximity:** Simply standing near the off-task pupil will often be sufficient to make them consider their behaviour.

- **Proximal praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. The praise needs to be specific to the behaviour you expect.

- **Positive language and use of praise:** Catch the pupils doing the right thing and verbally recognise this with specific feedback.

- **Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you.

- **Move in:** If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach.

- **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.

- **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- **Use first names and thank you:** When giving instructions, praise or any verbal comments be prepared to use first names. Pupils may need to be made aware that you want their attention so that they are tuned into instructions. Make the language you use accessible- you may have to differentiate your vocabulary. Always say thank you after giving an instruction as this presumes compliance.
- **Check for understanding:** Ask questions of all pupils to ensure full understanding and to reinforce your expectations both for learning and behaviour.
- **Broken record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.
- **Time out / Change seat:** A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.
- **Responsibility:** Give pupils who are prone to low-level disruption a post of responsibility within the classroom.
- **Avoid sarcasm:** While some comments may seem appropriate to you at the time and are intended to be taken in a light-hearted manner, they can be very damaging to your relationship with pupils.

Prevention

Instead of dwelling on the number of behaviour incidents and trying to work out ways of how to tackle the problem, change your focus and concentrate on what kind of behaviour and 'on task' activities you want and how to achieve this. We may need to 'reframe' the way we talk and think about particular pupils or groups so we believe that our high expectations are achievable.

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours. Refer to our school's core values: Ambition, Creativity, Ownership, Resilience and Nurture when discussing behaviour with pupils to ensure consistency of message.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

<https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14>

7.3 Responding to good behaviour

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. It is important to keep this philosophy in perspective. For the majority of children this approach will work, sanctions should be needed only for a minority of children.

It is essential that the main focus for rewards and sanctions should be within the classroom, extending to Senior Management only when really necessary. They should be applied in a fair and consistent manner with appropriate parental involvement.

These can be given to individual children, small groups, classes, year groups or departments as appropriate by:

- Teaching/classroom Assistants, all support staff and volunteers

- Class teachers
- Peripatetic teachers
- Deputy Head of School
- Head of School
- Executive Principal
- Midday Assistants
- Reading Assistants

Rewards can include the following:

- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Acorn points – which we log on the Dojo System
- Placing value on achievements e.g. work shown to another class, name in Newsletter, part of Celebration Assembly
- Attendance Prizes
- Positive Postcard home
- Weekly award of stars of the week.
- Leaf on the values tree.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

The following can be imposed by the Class Teacher:

- Withdrawal of privilege relative to misbehaviour
- Playtime/lunchtime detention.
- Parents/carers informed and involved in the behaviour management process
- Use of report card or progress book (SLT member informed)
- Time out e.g. outside area under supervision, another group, another class
- Child to sit by teacher
- Reasoned explanation of why the behaviour is unacceptable followed by an appropriate sanction e.g. a verbal or written apology, repetition of an unsatisfactory task.

- Child to assist in rectifying the problem they have caused
- A verbal reprimand appropriate to the child and misbehaviour
- Work to be completed in the child's own time or at home.
- Referral to Senior Management/ Executive Principal if appropriate.

Further Sanctions

In addition the class teacher can seek the involvement of the Executive Principal. The Executive Principal can impose further sanctions.

- Ask parents to escort children to and from the premises before and after school, on safety grounds
- Fixed exclusion
- Indefinite exclusion
- Permanent exclusion
- Exclusions will be carried out in accordance with LEA policy and Governors directive and be used in only the most serious cases. It should provide a period of time for the consideration and solution of a problem. A short period of exclusion allows an opportunity for all interested parties to come together.

Prior to the exclusion of a child these steps must be taken:

- Full consultation with parents well before the stage of considering exclusion is reached unless in response to a serious incident
- Full consultation with all relevant staff about the child's problems
- Involvement of the child where appropriate including reasons for action taken
- Discussion with the Educational Psychologist and/or outside agencies
- An opportunity for parents to present their case
- Pastoral support plan written.
- Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school's discipline procedures can be summarised into five stages. These stages of intervention should be logged and dated on CPOMS.

Stage 1

- Please see appendix 4 for levels of behaviour and the flow chart of procedures. This should also be read in conjunction with the document 'Behaviour – What to do. The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties.
- If there is no improvement assistance should be sought from another adult in school
- If there is no improvement the child should be informed that parental contact will be made by the class teacher and the reasons should be made clear. Parents of any child having incidents resulting in breaktime/lunchtime detention 3 or more times in a week should be contacted and a meeting arranged.

Stage 2

- Joint intervention by the class teacher and parents. The child should be included in discussions as appropriate.
- If there is no improvement the class teacher should inform the parents and child that the matter will be referred to the SENDCO/Deputy Head of School, stating the reasons why.

Stage 3

- Discussions between SENDCO/Deputy Head of School and parents, involving the child as appropriate, to try and resolve the problem. Support Plan written if appropriate.
- If there is no improvement, the SENDCO/Deputy Head of School should inform the parents and child that the matter will be referred to the Head of School stating the reasons why.

Stage 4

- Discussions between the Head of School and parents involving the child as appropriate. The class teacher, SENDCO/Deputy Head of School to be included as necessary. Involvement of appropriate external agencies may be considered.
- A contract may be agreed between school, parents and child.
- If there is no improvement the Head of School should inform the parents and child that the matter will be referred to the Executive Principal stating the reasons why.

Stage 5

The Executive Principal refers the matter to the Governing Body giving account of the action taken by school to date, supported by logged information.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of School to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Coats
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head of School will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

Palace Fields Primary School will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Child on Child Abuse

Below is a list of what counts as a problematic and unacceptable behaviour. Child on Child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The principle of a zero-tolerance approach

At Palace Fields Primary School, zero-tolerance means that any incident will be proportionate, considered, supportive and decided on a case-by-case basis in line with the sanctions within this behaviour policy. We will consider the age and developmental stage of the alleged perpetrator(s), the nature and frequency of the alleged incident(s) and how to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time).

At Palace Fields Primary School, we will not tolerate Child on Child abuse but we will not demonise any child.

We will support and listen to all of the children involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

The response to each incident should be proportionate. For example, we might address a 'lower-level' incident such as a sexist comment through education, our curriculum and the way our school promotes respect.

The use of exclusion from school will only be in the most severe cases, for example if the police recommend we exclude a child after an incident of sexual assault. If this happens and we still wish to keep the child in school, we will need mitigations in place to protect other children, such as keeping that child in isolation. We

will balance the importance of safeguarding other children with the need to support, educate and protect the alleged perpetrator(s). We will gently but firmly condemn the behaviour, not the child.

The DSL will have a plan in place to help the alleged perpetrator(s) modify their behaviour – this may involve counselling or clinical care.

We will keep victims at a reasonable distance from the alleged perpetrator(s) while on the school premises (including during any before or after school-based activities).

We will listen and take the wishes of the victim(s) into account and that their wishes will inform our response, but the DSL will make the final decision.

Some victims might prefer that the alleged perpetrator(s) move class, whereas others may prefer that they stay in their class but just not sitting next to them. For example, if a victim is afraid of how the friends of the alleged perpetrator(s) might react if their friend was removed from class, the victim might prefer to not be put in this situation.

The process for responding to reported incidents

This section is to be read in conjunction with our safeguarding policy. If staff are dealing with an allegation of Child-on-Child abuse, they should follow the school's safeguarding policy.

A risk-assessment will be carried out by the DSL (or a deputy) and will take the lead, supported by other agencies as required.

This will be:

- Decided on a case-by-case basis;
- Underpinned by the principle of a zero-tolerance approach (see above) to sexual violence and sexual harassment, meaning it's never acceptable and it won't be tolerated.

By carrying out the risk assessment, this will inform whether we need to:

- Manage the incident internally;
- Refer to early help;
- Refer to children's social care;
- Report to the police.

Reporting Behaviours

'Lower-level' incidents are far more frequent than severe incidents, and can underpin the problematic 'normalised' culture. Children should call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. We will always take their safety and wellbeing seriously, listen to them, act on their concerns and not tolerate or accept abuse.

Reporting incidents benefits everyone, including:

- The victim(s): by stopping the problem and getting the help and support they need
- Other people: by preventing it happening to someone else
- The alleged perpetrator(s): catching problematic behaviour early can help them avoid criminal offences later in life

Calling out behaviour as it happens will help all children understand what is and is not acceptable. If the incident is very 'low level' – for example, a child making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't acceptable and ask the child to apologise to the victim on the spot.

If a child displays any of the above behaviours, Palace Fields Primary School will involve parents immediately. We will let parents know what their child has said or done, and that we would like them to talk about it as a family.

This will help:

- Get the parents on board in condemning the behaviour;

- Start an important conversation between the child and their parents about acceptable and unacceptable sexual behaviour;
- Work towards a solution together.

This can just be a quick phone call, but it's important that it happens immediately and every time staff have concerns about their child's behaviour.

All incidents will be logged on our online reporting system called CPOMS. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Please refer to our child protection and safeguarding policy for more information:

<https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14>

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Teachers have a legal power to put pupils (**aged under 18**) in detention.

Palace Fields Primary School uses detention within school hours as a sanction.

Matters schools should consider when imposing detentions

- Parental consent is not required for detentions.
- The school will act reasonably when imposing a detention as with any disciplinary penalty.
- With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.
- Conflict with medical appointments
- Interruption of the pupil's caring responsibilities.
- Whether this will compromise the pupil's safety

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Principal/ Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Thrive Support
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

<https://www.palacefieldsprimary.org.uk/page/?title=Policies&pid=14>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

SEND Assessment Team contact details

SEND Assessment Team email is SENAT@halton.gov.uk

Paul Greenwood	SEN Assessment Team Manager	paul.greenwood@halton.gov.uk	0151 511 8713
Chris Harrison	Assessment Co-ordinator	chris.harrison@halton.gov.uk	0151 511 7305
Mark Baker	Assessment Co-ordinator	mark.baker@halton.gov.uk	0151 511 6739
Catherine McCudden	Assessment Co-ordinator	catherine.mccudden@halton.gov.uk	0151 511 8419
Philip Ball	Assessment Co-ordinator	philip.ball@halton.gov.uk	0151 511 7117
Susan Paine	Assessment Co-ordinator	susan.paineneejones@halton.gov.uk	0151 511 7191
Roanne Evans **	Assessment Co-ordinator	roanne.evans@halton.gov.uk	0151 511 7898

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

All children will have a restorative conversation with the staff member witnessing the behaviour. Should this be a serious sanction involving playground detention or an exclusion the child will have:

- A reintegration meeting with the Deputy Head of School and/or Head of School
- Support from the lead Thrive practitioner
- A report card for one week with personalised behaviour goals that is shared daily with parents/carers

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, this is also repeated yearly for current staff. This includes training on:

- › The needs of the pupils at the school
- › The strategies used for low level behaviours
- › How to apply the Thrive approach when conducting behaviour intervention
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by Mr Ellis Hughes – Deputy Head of School

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › By time of day/week/term
- › By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Executive Principal/Head of School and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the [chair of governors – Mrs Sally Shaw.

14. Links with other policies

This behaviour policy is linked to the following policies

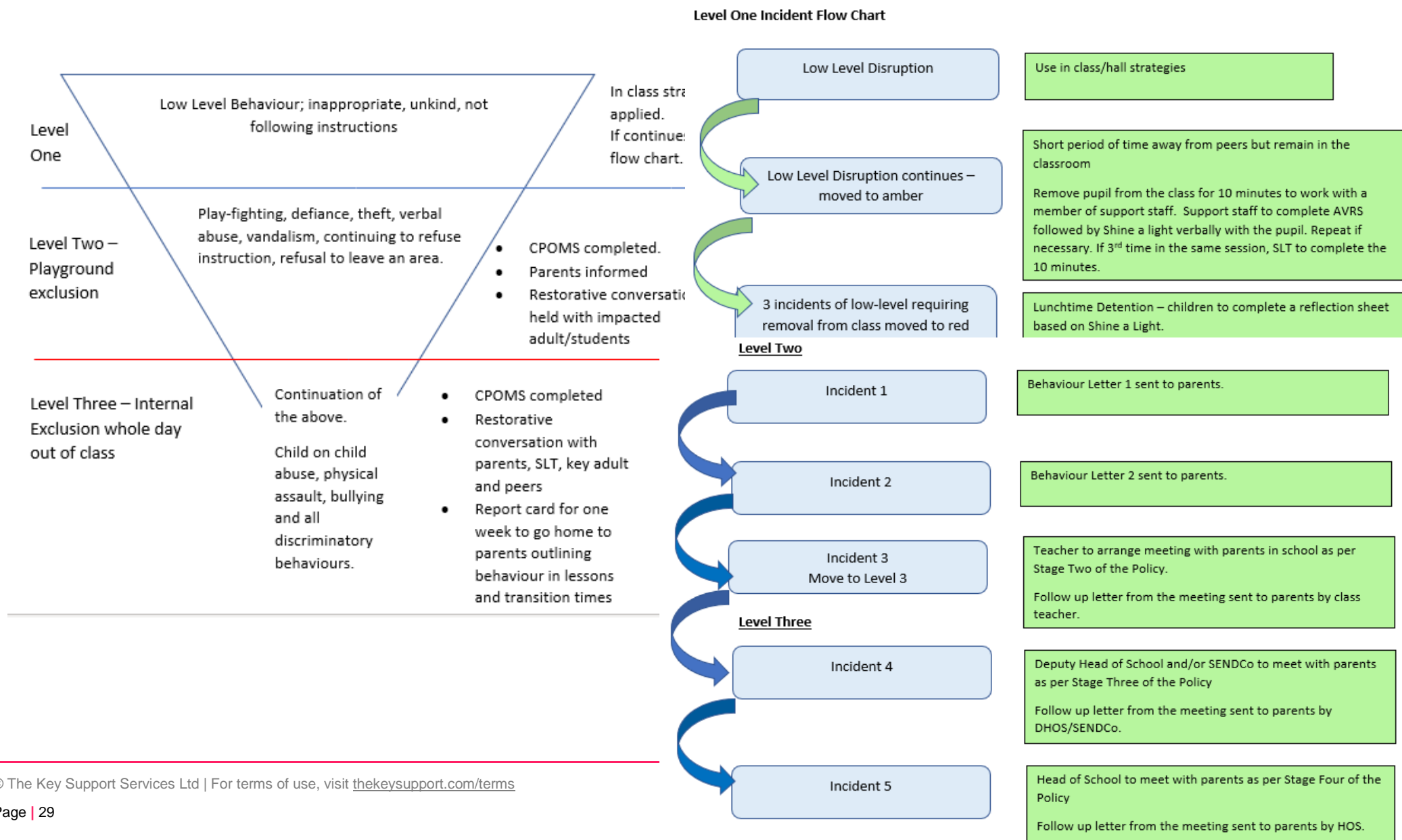
- › Exclusions policy
- › Child protection and safeguarding policy
- › Antibullying policy

Appendix 1: Core Values

Palace Fields Primary School is underpinned by our core values of:-

Ambition	Ambition is having high expectations for myself and others. Ambition is setting goals. Ambition is having a growth mindset.
Creativity	Creativity is using my imagination to create something new. Creativity is finding new ways to solve problems. Creativity is being open to new ideas.
Ownership	Ownership is taking control of my learning and behaviour. Ownership is accepting my mistakes. Ownership is doing my fair share of the work.
Resilience	Resilience is having self-belief. Resilience is learning from my mistakes. Resilience is seeking support when needed.
Nurture	Nurture is caring; helping myself and others to grow. Nurture is wanting the best for all. Nurture is showing respect and integrity to everyone.

Appendix 2: Behaviour Levels and Flow Chart



Appendix 3: Home School Agreement

Home School Agreement – January 2023

Palace Fields Primary School WILL:

- offer a broad, balanced and differentiated curriculum for all pupils;
- provide a high quality education designed to allow and encourage all pupils to develop their individual talents and abilities to the full;
- provide an environment which promotes high quality teaching and learning.
- set work which is challenging, yet suitable for the age and ability of the pupil;
- provide a first class standard of teaching, Thrive support and individual advice and guidance;
- respect pupils as individuals as well as collectively;
- set homework according to pre-agreed schedules or provide explanation of why homework cannot be set.
- regularly mark pupils' work in accordance with the school's assessment for learning policy;
- provide a wide range of enrichment activities and stimulating visits so that pupils can experience the real world and how this links to their learning;
- create a positive environment inside and outside of the classroom using our reward system but we will apply the sanctions in our behaviour policy where needed;
- provide access for parents to meet with staff given reasonable notice and bookings made;
- provide a means of assessing, recording and reporting pupil achievement which is comprehensive, yet meaningful and accessible to parents;
- give briefings/explanations of changes or developments in the curriculum and assessment arrangements;
- provide interim progress checks and feedback in response to specific requests or concerns from parents;
- inform parents of any problems or praiseworthy events within reasonable time;
- inform or consult parents as appropriate on issues of school policy;
- respond positively to parents' concerns and complaints within a 48-hour period;
- promote equal opportunities in all aspects of school life. We will always communicate with all parents, carers and pupils in a mutually respectful manner.

PUPILS WILL:

- abide by all the rules and regulations of the school so that all pupils can achieve to their full potential;
- work hard to develop a set of skills and attitudes throughout their time at Palace Fields Primary School to prepare them for the lives in the real world;
- complete homework conscientiously and return it within the deadlines set;
- contribute fully to the life and work of the school community and show a willingness to support and participate in all its activities;
- play a full part in the growth, development and improvement of the school by working to improve standards of work and behaviour at all times;
- be confident that focusing to improve academic performance is recognised as acceptable and that attempts to undermine or devalue this are not;
- wear correct uniform and conduct themselves in a sensible and orderly manner;
- show respect to adults and treat people as individuals in the manner that they would expect to be treated themselves;
- ensure they have the highest levels of attendance and punctuality consistently throughout the school year;
- respect other people's personal space and their belongings;
- demonstrate care towards the upkeep of the environment and exercise common sense and self-control in all aspects relating to the health and safety of others;
- conform to the protocols for security and access required for the ICT network;
- abide by the procedures to ensure sensible use of the Internet;
- to attend and participate in the key stage, and whole school assemblies paying full attention and regard to the guest speakers and content being delivered;
- give letters and other information from school to parent(s) and return any reply to the school promptly;
- not bring to the school anything which is dangerous, illegal or against school rules;
- ask for help when needed.

AS PARENT(S)/CARER(S) OF THE PUPIL I/WE WILL...

- communicate with all staff in a mutually respectful manner.
- support the school in general policy including the maintenance of discipline and ensure that my/our son/daughter abides by the school rules;
- support the school by encouraging our pupils to become enterprising learners who have the skills and attitudes needed for success;
- ensure the full school uniform is worn correctly at all times including PE kit when appropriate;
- provide feedback to staff on my/our son's/daughter's completion of homework;
- attend school activities including Parents' Evenings etc.
- give positive support to my/our son/daughter and provide, where possible, an environment supportive of study at home;
- help to motivate my/our son/daughter towards improving academic performance;
- promote excellent attendance and punctuality and inform the school of any reason for absence on the first day of that absence;
- ensure holidays are not taken during term time;
- support the completion of homework and coursework
- inform the school of any difficulties which may affect my/our son's/daughter's learning whilst at the school;
- encourage my/our son/daughter to conform to the protocols for security and access required for the ICT network and fully support the school in supplying any sanction when they do not;
- ensure my/our son/daughter does not bring to the school anything which is dangerous, illegal or against school rules
- give permission for my/ our son/ daughter to go on local visits within normal school hours within the Runcorn area to enhance their learning.

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Pupil: _____

Parent(s)/Carers: _____

Teacher: _____

Date:

