

Pennington C of E Primary School



*'God gave each of us different gifts
Together we can do great things'*

Behaviour for Learning Policy (September 2021)

At Pennington 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, peaceful and fair.

The school community has defined a very clear set of non-negotiable expectations of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places its chosen Christian values at the heart of our behaviour policy. We believe that endurance, thankfulness, forgiveness, trust, koinonia, hope, honesty, compassion, friendship and service are at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high 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. Adults who care for children in school should lead by example 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.

Aims:

- To encourage a calm, purposeful and happy atmosphere within school.
- To help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for their own behaviour.
- To manage a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To help our children develop self esteem.
- To encourage our pupils to co-operate with one another and with the adults in school.
- To help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- To work alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- to ensure that everyone is clear about their role when managing a pupil's behaviour.
- To make the children aware of unacceptable behaviour.
- To allow all children equal opportunities to learn.
- To allow all adults in school equal opportunities to fulfil their role.
- To reward and encourage positive behaviour.
- To use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

STANDARDS OF BEHAVIOUR

The school has a central role in the children's social, moral, spiritual and cultural development just as it does in their academic development. (See SMSC Policy)

We recognise that children bring to school a wide variety of behaviour patterns based on differences in home values and attitudes. At Pennington we work towards standards of behaviour based on our Christian Values.

The following Pennington Child Charter was written by the school council after consultation with their classes and is displayed in each classroom. It highlights that we all have rights and with rights come responsibilities.

'A Pennington Child'



Has the right to belong to the Pennington Family
And the responsibility to welcome everyone.

Has the right to be safe at school
And has the responsibility to look after themselves and others.

Has the right to share ideas and opinions and say what they feel with
confidence
And has the responsibility to listen to others and care about their feelings.

Has the right to use school equipment
And has the responsibility to care for it and keep it tidy.

Has the right to learn new things
And has the responsibility to work hard and do their best.

Has the right to have friends
And the responsibility to be a friend to others.

Has the right to say sorry
And the responsibility to forgive others.

Has the right to be themselves and be proud
And the responsibility to respect that everybody is different.

**We promise to recognise that we are part of the Pennington family and we
look after each other.**

*'God gave each of us different gifts
Together we can do great thing*

School Ethos

Everyone in the school community contributes to the positive ethos. The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their interactions with the children and with each other. Their example has an important influence on the children and our school community.

WE EXPECT OUR STAFF TO:

- Work in an environment where common courtesies and social conventions are respected
- Express their views and contribute to policies which they are required to follow
- Pursue opportunities for personal and professional development
- Support each other and receive advice from senior colleagues and external bodies
- Are treated with care and dignity from all members of our school community
- Behave in a professional manner at all times
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set
- Provide a pleasant, well-managed and safe environment
- Show interest and enthusiasm in the work in hand and in their pupils' learning
- Listen to the pupils, value their contributions and respect their views
- Are sympathetic, approachable and alert to pupils in difficulty
- Identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- Share with the parents any concerns they have about their child's progress or development
- Expect high standards and acknowledge effort and achievement
- Report suspected cases of bullying to Designated Safeguarding Lead (Helen Storey or Betsy Hockaday)
- Follow up any complaint by a parent about bullying and report back within one week on the action which has been taken

WE EXPECT OUR PUPILS TO:

- Receive help when they seek it, whether with their work or other personal worries, and to have a sympathetic audience for their ideas and concerns
- Make mistakes, and learn from them
- Are treated fairly, consistently and with respect
- Are consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon
- Work and play within clearly defined and fairly administered codes of conduct
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met
- Develop and extend their interests, talents and abilities
- Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead
- Respect the views, rights and property of others and behave safely in and out of class
- Co-operate in class with the teacher and with their peers
- Work as hard as they can in class
- Conform to the conventions of good behaviour and abide by school rules
- Seek help if they do not understand or are in difficulties
- Accept ownership for their own behaviour and learning and to develop the skill of working independently

WE EXPECT OUR PARENTS TO:

- Have reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Act promptly if their child is ill or has an accident, or if the school has concerns about their child
- Attend parents and information evenings so they are well informed about their child's progress and prospects
- Support school functions
- Are involved in key decisions about their child's education

- Have a suitably resourced school with adequate and well-maintained accommodation
- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead
- Are aware of school rules and procedures and encourage their child to abide by them
- Show interest in their child's classwork and homework where possible, provide suitable facilities for studying at home
- Act as positive role models for their child in their relationship with the school
- Provide the school with all the necessary background information about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child's medical needs or home circumstances.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to all children about the extent to which they and their efforts are valued. Relationships between adults and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave and learn.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play productively in a range of situations.

It is the responsibility of the class teacher to ensure that Pennington's values are promoted in their class, and that their class behaves in a responsible manner during lesson time. All adults in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. They treat all children in their classes with respect and understanding. The class teacher treats each child fairly and enforces the classroom rules and the school charter consistently.

Children are expected to listen carefully to instructions in lessons. If they do not do so, they are asked either to move to a place nearer the teacher, or to sit

on their own. Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task.

Positive Behaviour management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management

- Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand- a quiet word rather than a public confrontation.

- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

We also aim to promote independence and foster a sense of belonging and responsibility. For example:

- Through our buddy system
- School council
- Family group leaders
- Green Team
- Playground Leaders
- School administrators
- Pennington Pacers
- Librarians
- Cloakroom monitors
- Sports Leaders

See Appendix 2 for whole school expectations for a typical day at Pennington.

Rewards

Our emphasis is on rewards to reinforce expected behaviour. We believe that rewards have a motivational role, helping children to see that appropriate behaviour is valued. The primary reward is praise, informal and formal public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy, personal achievements and effort. This is as true for adults as for children.

A reward system is in place throughout school.

1. Verbal praise and smiles
2. Stamps/stickers/ Dojo points from Year 1 for good work and behaviour/manners etc
3. Family group tokens which are awarded for upholding and promoting our Pennington Child Charter and showing Christian Values at work. Each classroom contains tubes for the collection of smiley face tokens. These tokens feed into a whole school system in the hall. Tokens will be collected before Friday's Special mention Assembly. The family group with

the most tokens at the end of a half term will receive a reward e.g extra playtime, film in the hall, local visit or visitor.

4. Special Mention Certificates which are awarded in Friday's Special Mention Assembly
5. Headteacher Award stickers awarded when staff send children to the office for recognition
6. 100% Attendance certificates awarded at the end of each term
7. Personalised certificates awarded for various achievements/ efforts
8. Phone calls/ conversations with parents sharing good news

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head Teacher, conversations with and letters to parents and, ultimately and in the last resort, exclusion (following the Local Authority guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

All staff use the following system of sanctions for more serious or repeated 'low level' unacceptable behaviour;

1. All classes to display a version of the behaviour chart within their class, which is accessible to the children.
2. All children have an individual icon/image of themselves or representing themselves, which is placed on a 'starting point' on the chart.
3. If a child's behaviour does not meet with expectations, they will move their 'icon' to 'Thinking Time'. Discussion will take place with the child about what they can do to improve. If/when they act on that, the child moves their own 'icon' back to the 'starting point'.
4. If the unacceptable behaviour continues, then the child moves their 'icon' to consequence and receives an appropriate consequence e.g. missing a playtime.
5. Concerns about repeated behavioural issues will be recorded on Scholarpack and parents will be informed.
6. All children start a new day back at the 'starting point'.
7. If a parent has been contacted by the class teacher and behaviour continues to deteriorate, behaviour should be reported to the Headteacher.

8. If any child is seen by the Headteacher regarding negative behaviour, a conversation/ letter will be sent home to inform their parents and provide details of the circumstances. This will be recorded on Scholarpack
9. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, changes in personal circumstances, classroom organisation and management, and whole school procedures take place to eliminate these as contributory factors as well as a conversation with home. Additional specialist help and advice from the Educational Psychologist/ Behaviour team may be sought. This will be discussed with the Head Teacher and SENCo.
10. An Early Help may be started. An Individual Behaviour Support Plan will be written for the child and reviewed at regular intervals with the child, teacher, parents and Headteacher and SENCo.

See Appendix 1 for use of reasonable force/ exclusion

Causes of Inappropriate Behaviour

There are a number of "in school factors" and "out of school factors" which can lead to inappropriate behaviour.

In school factors which influence pupil behaviour:

- The environment
- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc
- Hungry due to insufficient or inappropriate food
- Poor or inappropriate social skills
- Need for attention from teacher or parent
- Offering poorly differentiated curriculum leading to either frustration or boredom
- Lack of knowledge of pupils
- Poor management skills such as being inconsistent, laissez-faire, over-reliance on domination or lack of reinforcement of appropriate behaviour
- Poor dictation
- Lack of clarity in explaining expectations for behaviour or subject
- Lack of or confusing instruction on subject matter
- Lack of professional development
- Teacher stress

Out of school factors which influence pupil behaviour:

- Family Circumstances
- Child's position in the family
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction
- Child's popularity
- Tired due to lack of proper rest
- Peer relationships
- Bullying
- Social Problems

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low level	Moderate level	Serious level
Failing to stay on task	Constantly shouting out	Physical assault
Leaving seats without permission	Continuously unprepared for work	Vandalism/ damage to school property
Unkind remarks	Poor effort	Physical/ verbal threats
One off bad language	Distracting others	Leaving school without permission
Time wasting	Telling lies	Swearing
Running in school	Dropping litter	
Pushing in fidgeting	Disregarding instructions	
Telling tales	Persistent non uniform	
Late for school (rarely)	Refusal to cooperate	
Noisy talking/ shouting		
Chewing gum		

Communication and parental partnership

We give high priority to clear communication and to a positive partnership with parents. We believe that these are crucial in promoting and maintaining high standards of behaviour in all aspects of school life.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head Teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust in order to develop a common approach to behaviour expectations and strategies for dealing with problems. This is developed through parental participation in many aspects of school life, to secure the development of positive relationships with parents.

The school will communicate policy and expectations to parents via the website. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation.

If a teacher takes a child to the headteacher due to poor behavior or over a behaviour related incident, a phone call, conversation or standard letter will be sent home to parents explaining why they have been sent, what has been discussed and what action / consequence will occur next. This letter is APPENDIX 1. Parental support will be sought and any further disciplinary action will be discussed with the parents.

The staff, Head Teacher and Governors will expect the support of parents in implementing the behaviour policy.

On all matters of behaviour the Head Teacher will, after due investigation, make the final decision which is non-negotiable. Only in the case of exclusion is there a right to appeal, of which parents will be notified should the need arise.

Peer on peer Abuse

We recognise that children can abuse their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm, sexting and initiating/hazing type violence and rituals. However, we recognise that abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up". We will not dismiss abusive behaviour between children as 'normal' and our thresholds for investigating claims and allegations are the same as for any other type of abuse.

Occasionally, allegations may be made against pupils by others in the school, which are of a child protection nature. Child protection issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Minimising the risk of safeguarding concerns towards pupils from other pupils

On occasion, some pupils may present a safeguarding risk to other pupils. The school may well be informed by the relevant agency (either Police or Social Care) that the young person raises safeguarding concerns. These pupils will need an individual Behaviour (or risk) Management Plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

Pupils are encouraged to report peer on peer abuse and the issue is discussed as part of PSHE curriculum/ Kidsafe.

Bullying

What is Bullying?

According to the DfE document 'Preventing and Tackling Bullying - Advice for Head teachers, staff and Governing Bodies, bullying may be defined as:

"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally".

Specific types of bullying include those relating to:

- race, religion, culture or gender;
- SEN or disabilities;
- appearance or health conditions;
- sexual orientation;
- young carers or looked after children or otherwise related to home circumstances;
- sexist or sexual bullying.

It can take place between pupils, between pupils and staff, parents and staff or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods.

Acts of bullying can include:

- name-calling;
- taunting;
- mocking;
- making offensive comments;
- kicking;
- hitting;
- pushing;
- taking belongings;
- inappropriate text messaging, emailing or 'posting' on social media sites;
- sending offensive or degrading images by phone or via the internet e.g. via Social media sites;
- producing graffiti;
- excluding people from groups;
- spreading hurtful and untruthful rumours.

Many experts believe that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the

capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber bullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyber bullying that occurs while pupils are under the school's direct supervision will be dealt with in line with this Policy and procedures (Whole School Behaviour Policy and procedures).

In cases where cyber bullying occurs while pupils are outside our direct supervision (i.e. at home), parents will be encouraged to report these incidents to the Police as criminal laws (such as those pertaining to harassment, threatening and menacing communications) may apply. Parents are also encouraged to report such bullying to the school. If the alleged perpetrator is a member of this school community, the school will act in line with this Behaviour Policy and procedures. The school wherever possible will support parents in this and may impose a sanction upon the bully where this individual is recognisable.

The Law

The School endeavours to comply with the legal requirements placed on schools and the Governing body to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that "encourage good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils" (Education and Inspections Act 2006, section 89). The school will exercise its legal powers as outlined in section 89/5 and section 91, Education and Inspections Act 2006 as deemed appropriate and practicable.

Schools are required to comply with the equality duty 'The Equality Act 2010'. The public sector equality duty has three aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Reporting and Recording Incidents of Bullying

Pupils and parents are encouraged to report bullying to any member of staff. Incidents are, in the first instance, referred to the pupil's Class teacher to be investigated, appropriate action taken and parents will be informed promptly

using usual school procedures. Pupil voice is important at this school and pupils are encouraged through various means to report any incidents of bullying behaviour which they encounter personally or become aware of. This is reinforced via assemblies, Anti-Bullying Week, PSHE and during class/circle time. The Whole School Behaviour Policy and procedures also reinforce the school's expectation as to how members of the school community should conduct themselves. A log will be maintained of racist incidents and information on incidents of bullying. All reported incidents of bullying will be recorded regardless of the outcome of the investigation.

Tackling Bullying

The aim of any anti-bullying intervention is to safeguard and support the victim, discipline and modify the behaviour of the bully with a view to prevent, de-escalate and stop further incidents of harmful behaviour.

Strategies for Dealing with Bullying

- Ensuring that there is a promotion of an open and honest anti-bullying ethos in the school
- Investigate all allegations of bullying
- PSHE activities that discuss issues such as diversity and anti-bullying messages
- Calendared anti-bullying week
- Poster and leaflet campaigns - designed and written by pupils
- Assemblies - both whole school and class/form that promote a sense of community
- Class discussions and role plays in Drama, English and RE that draw out anti-bullying messages
- Circle time
- Access to worry boxes/ toys
- Acceptable Internet Use Agreement and online safety is discussed in Computing lessons.
- On-going staff discussion
- Adequate staff supervision at lunch and break times
- Clear and consistently applied policies for Behaviour and Uniform
- Engage promptly with parents to ensure their support and involvement
- One to one discussion with staff or children involved
- Counselling offered
- Work with the educational psychologist or other outside agency
- Anger management strategies discussed

Strategies to Support a Victim

- Disciplinary sanctions as appropriate applied to the bully
- Mediation
- Out of lesson support issued
- Short term modification of school timetable
- One to one parental interview, parental support and involvement
- Private diaries given
- Self-assertive strategies discussed
- Confidence/ self esteem building activities such as Barnardo's Good to Be Me, Change for Life, Equine therapy, encouragement to attend appropriate after-school clubs

Attendance and Punctuality

The school is required by law to keep a record of pupil attendance. In an emergency, such as a fire, it is essential that we have an accurate record of who is in school. Good attendance and punctuality are essential for good learning. They are also essential skills for later life. Pupils who are late and are recorded as late on a regular basis. Parents will be informed and we will endeavour to work closely with the family to improve attendance. If pupils are late or do not attend:

- parent should telephone the school in the morning on the first day of their child's absence.
- any absence needs to be explained, on return to school, by a letter or phone call from the parent.
- parent should contact the school again if an absence is more than three days. If they do not do so, the school will make attempts to contact them. In some circumstances, this may also involve a home visit.

On return to school, the teacher may expect the pupil to complete work missed during break or lunchtime or at home.

We strongly discourage parents from taking their children out of school for holidays or family outings during the school term. The Head teacher is no longer able to grant any leave of absence during term time unless there are 'exceptional' circumstances. Absences taken without the authorisation of the Head teacher will be recorded as 'unauthorised'.

Homework

Weekly homework is given from EYFS to Year 6. See EYFS policy for further details of homework for Reception class.

Yr 1 - 6 are expected to complete Big Maths Learn-Its, phonics or learn spellings for the weekly test and read daily. There is also half-termly creative homework that involves an element of choice. Parents are expected to support children and enable them to complete their work to their best standard.

Teachers will remind pupils to complete their homework. If children persistently do not return work, teachers will contact parents and expect cooperation and support.

Pupil Conduct and Misbehaviour Outside the School Premises

What the Law Allows

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."

Subject to the school's Behaviour Policy and procedures, the teacher may discipline a pupil for:

- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity; or
 - travelling to or from school; or
 - wearing the 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.

Out of School Behaviour

This school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- good order on all transport (including public transport) to and from school, educational visits and residential trips.
- good behaviour on the way to and from school.
- positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- reassurance to members of the public about school care and control over pupils to protect the reputation of the school.
- protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action - Off-site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may include missing playtime or missing a future trip, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be considered:

- The severity of the misbehaviour.
- The extent to which the reputation of the school has been affected.
- Whether pupils were directly identifiable as being members of the school.
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).

Appendix 1 for whole school expectations for a typical day at Pennington (written by the school council and whole school community)

Before school

I am smart and ready for the school day
I walk into the school grounds and greet the people I meet
I walk bikes and scooters to the bike park frame
I play and chat with my friends

Cloakrooms/arrival in the classroom

I use the cloakrooms quickly and quietly. I am patient and sensible
I make sure all my things are stored carefully
I walk to my classroom
As I arrive in the classroom, I go to a quiet task quickly

Register

I politely answer my name, "Good Morning..."

During lessons

I listen to my teacher
I follow instructions quickly
I always stay on task
I respect school equipment

Expectations

When I am working independently- silence, concentrating
When I am working in pairs- quiet talking, getting on with task
When I am working in groups- collaborative, taking turns in conversation, staying on task, all involved
When I am working in whole class sessions I should be silent, putting my hand up if I want to ask or answer something

Pennington Paces- A time for exercise

I will walk/jog with a purpose
I will chat to friends
I will stay on the path

I will walk on the left.
I will run/pass on the right

For PE

I will get changed quickly and quietly without talking
When lining up - I will stand still and quiet.
I will follow instructions as quickly as in all other sessions

Toilets

I will go quickly and quietly
I will avoid lesson times
I will only go in lesson time if needed - one at a time

Breaks

I will play sensibly
I will respecting others
If I need the toilet, I will ask an adult

Lunchtime

I will line up at the door
I will walk to the hall
I will respect the dinner staff
I will use good manners

Moving around school

I will always walk
I will let the teacher go first
I will hold doors open
I will say 'Thank you' if someone holds the door open for me

Collective Worship

I will walk in the line quietly
I will sit down silently when the teacher asks me to
I will listen
I will stay silent, reflect, respect

Family group leaders will stand on different entrances to remind children of expectations.

Be proud of yourself, of each other and of our school....together we can do great things

Appendix 2

Use of Reasonable Force

Pennington Church of England Primary School follows DfE guidelines (2011) regarding the use of reasonable force.

What is reasonable force?

- (i) The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils.
- (ii) Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- (iii) 'Reasonable in the circumstances' means using no more than is needed.
- (iv) As mentioned above, schools generally use force to control children and to restrain them. Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- (v) Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances for example when two children are fighting and refuse to separate without physical intervention.
- (vi) 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 child.

Who can use reasonable force?

- (i) All members of school staff have a legal power to use reasonable force.
- (ii) This power applies to any member of staff at the school. It can also apply to people whom the Head Teacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying children on a school organised visit.

When can reasonable force be used?

- (i) Reasonable force can be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.
- (ii) In a school, force is used for two main purposes - to control children or to restrain them,
- (iii) 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.

What about other physical contact with pupils?

- (i) It is not illegal to touch a child. There are occasions when physical contact, other than reasonable force, with a child is proper and necessary.
- (ii) Examples of where touching a child might be proper or necessary:
 - A. Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school:
 - B. When comforting a distressed child:
 - C. When a child is being congratulated or praised:
 - D. To demonstrate how to use a musical instrument:
 - E. To demonstrate exercise or techniques during PE lessons or sports coaching:
and
 - F. To give First Aid

Exclusion

Consequences of major breaches of discipline may include, depending on the nature of the behaviour:

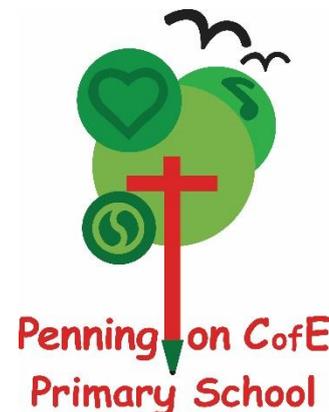
- Withdrawal (isolation) within school in school for a fixed period
 - Exclusion from school for a fixed term. (usually 1-5 days in the first instance, on an incremental scale for repeat offences)
 - Persistent unacceptable behaviour may result in permanent exclusion.
- A copy of the guidelines for exclusion is available in school.

Appendix 3 – Example Letter to Parent

**PENNINGTON CHURCH OF ENGLAND SCHOOL
PENNINGTON
Nr. ULVERSTON
CUMBRIA LA12 ORR.**

**TEL: 01229 587253
FAX: 01229 588346
Email: admin@penn.cumbria.sch.uk
Web: www.penn.cumbria.sch.uk**

Head Teacher: Mrs Helen Storey



Dear Parent/ Carer

Your child's class teacher has brought your child to me today for the following reason...

All poor behaviour results in consequences. As a result of today's incident, the following consequences have/ will occur...

We know we can rely on your support with this matter and hope that you will discuss the importance of good behaviour for learning in school with your child. This is in line with the schools behaviour policy which can be found on our website.

If behaviour deteriorates, we may consider a behaviour support plan but hope this can be avoided by working together. We support all children so that they can achieve their best in school and hope we can put this behind us and look forward to a better day tomorrow.

Yours Sincerely

Helen Storey

I have received the behaviour letter and discussed it with my child-----

Parents name (please print) -----

Signed -----

Date-----

In their document 'Behaviour and Discipline in Schools - advice for head teachers and school staff', the Department for Education (DfE) have set out the legal powers and duties that govern behaviour and attendance in schools and explains how they apply to teachers, governing bodies, pupils and parents.

Every school must have a Behaviour Policy to meet the requirements of Section 89 of the Education and Inspections Act 2006 (maintained schools)/Education (Independent School Standards) (England) Regulations 2014 (Academies).

Section 78 of the Education Act 2002 requires that the curriculum for a maintained school must promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society which, in turn, prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Guidance for schools on the promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect of those with different faiths and beliefs is available from the DfE. (November 2014).

The Governing Body is responsible for setting general principles that inform the Behaviour Policy and procedures. Governors of maintained schools are required to have a 'Statement of Behaviour Principles' which is a statutory document. (DfE - Policies and other Documents that Governing Bodies and Proprietors are required to have by Law). Head teachers are responsible for developing the Behaviour Policy and supporting procedures, based around the 'Principles' required by the Governing Body, and deciding the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, rewards for good behaviour and any disciplinary penalties for breaking the rules.

In terms of staff and other adults, any person whose work brings them into contact with children including volunteers must follow the principles and guidance outlined in the school Code of Conduct for Staff and other Adults. In addition to this Code of Conduct, all employees engaged to work under Teachers' Terms and Conditions of Employment have a statutory obligation to adhere to the 'Teachers' Standards 2011 (updated 2013)' and in relation to this Code of Conduct, Part 2 of the Teachers' Standards - Personal and Professional Conduct.

The procedures which support the Whole School Behaviour Policy must include measures to prevent all forms of bullying among pupils.

This policy will ensure that all our children have the opportunity to 'work together to achieve Great things' and is to be read in conjunction with:

- Overarching Safeguarding Statement
- Health and Safety Policy and procedures
- Online Safety Policy and procedures
- Child Protection Policy and procedures including Whistleblowing procedures
- Supporting Pupils with Medical Conditions Policy and Procedures
- Single Equality Scheme/Objectives
- Special Educational Needs Policy/Information Report
- Admissions Arrangements
- Attendance procedures
- Missing Child procedures
- Complaints procedure
- Positive Handling, Support and Intervention Procedures
- Code of Conduct for Staff and other Adults
- Educational Visits Procedures (including procedures for assessing risk)
- Risk Assessments (including Behaviour Management Plans)
- SMSC policy

This policy will be reviewed on an annual basis.

Next review: September 2022

Chair of Governors: Elisabeth Fenwick

Signed: *Elisabeth Fenwick*