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September 2023

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7 December 2023

Review Committee:
Primary Local Board

Last Review Date:
December 2023

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September 2025

Owner:
Assistant Headteacher, Pupil Development and Behaviour

1. Statement of intent

Positive attitudes to learning, supported by high standards of behaviour, are fundamental expectations of all members of Penshurst Primary. **Two of our core Academy values - Respect and Kindness - are at the heart of this ethos** and all members of our community (staff, parents/carers and pupils) are expected to model and demonstrate these values.

Central to securing this culture is a clear behaviour and discipline system that **rewards positive behaviours**. At Penshurst, positive behaviours are consistently promoted, recognised and celebrated. Behind this is the shared belief that all individuals respond positively to recognition and reward.

2. Aims and Key Principles

2.1 This policy aims to:

- Ensure all pupils feel valued and safe in the school, enabling them to learn and to succeed to the best of their ability
- **Build and reinforce a set of expectations and positive behaviours**, in the form of Positive Discipline.
- Outline how pupils are expected to behave.
- Define what we consider to be unacceptable behaviour.
- Ensure each **pupil's efforts are recognised and rewarded** consistently.
- Encourage a **consistent approach to behaviour management** that is understood by all members of the Penshurst community and further develops partnerships with home.
- To help reduce the likelihood of behavioural issues related to social, emotional, or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

2.2 Clear and simple key principles underpin this Behaviour Policy. These key principles are:

- Staff and pupils will have a **mutual respect and tolerance for each other** with good manners and respect being at the heart of our relationships.

- **Staff will give instructions clearly, calmly and consistently** and will ensure that these have been understood by pupils.
- **Pupils will respond to instructions, first time, every time.**
- Use of praise and rewards is recognised as an important motivating factor. Work, effort, participation and responsibilities deemed to meet or exceed expectations will be recognised.
- All pupils will be recognised for their positive behaviours regardless of need or ability.
- A proactive rather than reactive approach to behaviour management will be used to anticipate and prevent future problems.
- Inappropriate behaviour will be dealt with firmly, fairly, consistently and transparently by all staff and at all levels.
- Early intervention is key to preventing behaviour impacting on the learning of the young person and that of others.
- Sanctions will be used to address behaviours that don't meet expectations.
- Parents/carers will be involved at an early stage regarding any concerns.

3. Legislation, statutory requirements and procedures

3.1. This policy has due regard to relevant legislation and guidance, including, but not limited to the following:

- Education Act 2011
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Searching, screening and confiscation at school
- Supporting pupils with medical conditions at school
- DfE (2023) 'Exclusion from maintained schools, academies and pupil referral units in England'
- The Special Educational Needs and Disability (SEND) Code of Practice

3.2. This policy will be implemented in conjunction with school and Trust policies including, but not limited to, the following:

- Anti - Bullying Policy
- Uniform Policy
- Child Protection and Safeguarding Policy
- Complaints Policy
- Drugs and Alcohol Policy (Learners, Staff and Visitors)
- Exclusion Policy
- Positive Handling Policy
- Quality of Education Policy
- Searching and Confiscations Policy
- SEND Policy
- Smoke Free Policy

4. Roles and Responsibilities

4.1. The Local Governing Body

The Local Governing Body is responsible for monitoring the effectiveness of the school's Positive Discipline Behaviour Policy and for holding the Headteacher to account for its implementation.

4.2. The Senior Leadership Team

- The Headteacher is responsible for approving the Positive Discipline Behaviour Policy and for designating a member of the Senior Leadership Team (SLT) to lead behaviour and pastoral care in the school.
- The Assistant Headteacher Pupil Development and Behaviour will;
 - Lead Positive Discipline and promote a positive, respectful climate in the school.
 - Lead staff to recognise and reward positives and to deal effectively with poor behaviour
 - Review and provide Continued Professional Development and Learning (CPDL) on positive behaviour management and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
 - Lead the Mental Health support and promote an inclusive approach for young people with mental health difficulties.
 - Review and provide information and support for staff in the management of young people with mental health difficulties.
- SLT will support staff in encouraging positive behaviour and support fully the implementation of Positive Discipline

4.3 Staff

Teaching Staff

Quality first teaching and learning is essential to engage all young people and reduce opportunities for disruption, including low-level disruption. Teachers and other adults will follow the classroom routines set out below:

- Model positive behaviour and consistently apply the Positive Discipline Behaviour Policy to reward and sanction
- Welcome pupils at the door of the classrooms
- Ensure that pupils are correctly dressed in school uniform
- Establish and maintain clear routines and whole school expectations
- Establish a purposeful learning environment at the outset through the first activity
- Communicate behaviour expectations with non-verbal cues in the first instances (e.g. gestures, body language and movement)
- Highlight, promote and reward good behaviour
- Use positive reinforcement to address negative behaviour
- Establish a seating plan and ensure this is followed
- Plan effectively for the individual needs of each young person
- Hold restorative sessions to repair broken relationships with young people.
- Use the 5Ss system to ensure safe and orderly movement in corridor spaces

Teaching Assistants and Support Staff are expected to:

- Model positive behaviour.
- Support Positive Discipline consistently.

4.4 Parents/Carers

- Parents/Carers are expected to:
- Support their child in adhering to the Code of Conduct for Positive Discipline.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with a member of staff.

5. Academy Values



Pupils are expected to follow the Academy Values in all that they do. They are rewarded using our whole-school rewards system below:

6. Rewards and Sanctions

Early Years Foundation Stage (EYFS)

- In EYFS, all pupils start each day on the **'Time To Shine'** board.
- Positive behaviour is rewarded by moving the child's name on to the **'Super Star'** board.
- If a child's name is on the **'Super Star'** board at the end of the day, they receive a sticker on their chart.
- Negative behaviour results in the child completing a restorative 'time to fix it' where the member of staff and child discuss ways to move forwards with kindness.
- If further negative behaviour occurs, a 'Time Out' is received by the pupil (parents are informed if this is more than an isolated incident).

Key Stage 1 (KS1) and Key Stage 2 (KS2)

- Penguins (house) Points are handed out daily for all types of good behaviour and academic progress and attainment. We aim to link as many rewards to the school values as possible.
- The penguins are collected and once a child has received five penguins, they accrue one penguin pound. Once a pupil has collected 25 penguins, they receive five penguin pounds to spend in Pablo's Shop.
- Friday's 'Pupil of the Week' Assembly invites parents into school to celebrate their child's achievement with them.

House Teams

Emperors	Kings	Rockhoppers	Snares
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- Each week the team scores are collected, and the winning house receives a Pengaball, which is displayed in the Main Hall.
- Pupils can earn Pengaballs for their house in other ways such as being 'Pupil of the Week', for showing impeccable behaviour or in house events such as house singing competitions.
- At the end of the year, there is a special assembly where the winning team is announced and celebrated. A special reward is given to all members of the winning team.
- The school also sends home school value postcards for those learners who go above and beyond in their learning and demonstrate one of our school's values; Respect, Resilience, Aspiration, Responsibility, Integrity and Kindness.

7. Classroom Rules

We believe that children learn best when they have clear rewards and sanctions for their day-to-day conduct in and around school. If children feel safe and can enjoy their lessons, then they will learn.

In class, we:

1. Respect our own, other people's and school's property
2. Are always kind, helpful and polite
3. Always do our best work and have a positive attitude
4. Always listen to others, join in appropriately, and put our hand up when we want to share with the class
5. Keep our hands and feet to ourselves and respect the personal space of others
6. Move sensibly and safely around the classroom

7.1 School Rules

In the corridors we:

Follow the 5 'S' lining up rule (**S**ingle file, **S**traight line, **S**ilently, **S**ensibly and always with a **S**mile)

In school we:

1. Walk on the left-hand side of the corridor
2. Show good manners to everyone we meet
3. Only go into a room when an adult is there

8. Sanction Route in Key Stage 1 and Key Stage 2

We believe that if poor behaviour is presented, then the pupil should 'fix' their behaviour and any hurt they have caused to other pupils or staff. This view of behaviour is in line with our restorative approach within school.

All staff and pupils use a simple three-step system (*Appendix 2*)

Warn – Amber
Consequence – Yellow card
Remove – Red card

1. **Warn – Amber:** If a pupil displays low-level behaviours, they are given a verbal warning with a 5-minute restorative discussion on what they can do to fix their behaviours.
2. **Consequence – Yellow card:** If a behaviour continues, or the behaviour is deemed to be at a higher level, the pupil will receive a Yellow Card (consequence) and a 15-minute reflection time (*see appendix 4 for the list of activities that a child can complete during reflection time*).

3. **Remove – Red card:** For higher level behaviours, a Red Card classroom removal is issued. At this point the pupil will complete their learning in a different classroom for the remainder of the morning or afternoon session. Additionally, they will lose the rest of their free time for that day. Should an incident happen at the end of the day, a detention will be offered to families as an alternative to carrying the sanction over. *(See Appendix 3 for further details on the types of behaviours that could lead to each sanction).*

If a behaviour reaches a dangerous/serious level the pupil will be isolated for a fixed period with a member of the Senior Leadership Team. A further discussion with the Headteacher will decide whether any further sanctions, such as an off-site direction (see 10.1) or fixed term suspension (see 10.2) need to take place.

Staff are asked to refer to the Teacher Toolkit which provides a range of strategies and positive language scripts that they can utilise before any sanction takes place.

In all cases, staff work closely with families and, if required, further support plans and bespoke interventions are delivered.

9. **Serious Persistent Breaches of the School Behaviour Policy**

We recognise that there may be occasions when pupils may need additional support to meet the expectations set out in this policy. The response of leaders will always be to act in a way that helps a pupil to behave well and to make the right behavioural choices, whilst also being mindful of the need to maintain a safe and orderly environment for all pupils and staff.

9.1 Off-Site Direction (OSD)

In order to break a cycle of poor behaviour, it may be necessary to provide a pupil with a period of OSD in another school. This is likely to be rare and, where possible, will be done with the support of parents/carers. This may involve another local primary school or Hessle High School, part of our Hessle Academy through-school. This will be for a fixed period and a pupil will be supported to reintegrate successfully back into Penshurst Primary School.

9.2 Fixed Term Suspension (FTS)

For serious breaches of the behaviour policy or persistent breaches of a less serious nature, leaders may impose a FTS. On receiving a fixed term suspension, the pupil will be expected to complete their schoolwork at home for a fixed period. This is a time for reflection and to ensure that a repeat of the behaviours does not happen. On the return to school date, a reintegration meeting takes place with a member of SLT, the parent and the child. During this meeting, a behaviour contract is agreed and signed by all parties.

9.3 Permanent Exclusion (PEX)

In extremely rare cases, a child may be permanently excluded, this would be a result a serious breach or persistent breaches of the school's behaviour policy. This would only be used as a last resort, if being in school would harm the education or welfare of themselves or others. In matters such as these, school would firstly seek advice from several external agencies including; lead parties from the Consortium Academy Trust, the Local Authority, and the Governing Body.

10. **Behaviour Management – Other**

10.1. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

10.2. Physical restraint

In some circumstances, staff may use reasonable force to restrain a young person to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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

The school's physical restraints policy should also be referred to

10.3. The Power to Search and Confiscate

- The Headteacher and staff authorised by them have a statutory power to search pupils and their possessions without consent, where they have reasonable grounds for suspecting that a pupil may have a prohibited item. (see Appendix 1 for list of prohibited items)
- All searches are conducted in line with the school policy, which follows DfE's guidance.
- Where possible the same gender staff will conduct the search along with a member of pupil services or senior leadership team.
- Staff may use a security wand as part of the search for any prohibited items
- Any prohibited items (Appendix 1) found in a young person's possession will be confiscated. These items will not be returned to pupils.
- We will also confiscate:
 - Any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with a member of the SLT and parents, if appropriate.
 - Mobile phones that are used in contravention of this policy (see below)

10.4. Mobile Devices

- We have a strict no mobile phone policy during the school day.
- If a pupil brings in a mobile phone or any other smart device such as watches, they must hand this to their teacher before 8.50am where it will be stored safely and returned at the end of the school day (3.10pm).
- Should a pupil refuse to hand their mobile device to a member of staff this will be classed as inappropriate conduct to staff, a red card sanction will be issued, and the parents contacted.

10.5. Statements & Harassment and victimisation of pupil

- The school recognises that the decision to report a concern can be a difficult one to take, not least because of the fear of reprisal from those responsible for the malpractice or from the school as a whole; however, the school will not tolerate any such harassment or victimisation and will take appropriate action to protect pupils who raise a concern in good faith.
- Any pupil who victimises or harasses a pupil as a result of their having raised a concern in accordance with this policy will be dealt with under the school's Behaviour Policy

11.6 Whistle blowing procedure

- When individuals raise their concern, they will include the following information using the statement form below as far as possible:
 - The background and history of the concern
 - Any relevant names, dates and places
 - The reasons for the concern
 - The school encourages individuals to let their identity be known when they raise concerns, as anonymous concerns can be challenging to investigate.
- Once an individual has raised a concern, the school will be responsible for investigating it.
- Statements are taken from pupils who have been directly involved in, or are witness to, incidents which may occur in or outside of school. Pupils are expected to give a full and truthful account of any incidents that have taken place.

11.7 Harassment

- All our pupils and staff are entitled to protection from any form of harassment. That means that we do not tolerate any action, comment or written remark which causes distress or offence, this includes using technology to pass messages.
- The sort of comments which might be involved are those which refer to race, colour, gender, sexual orientation, disability or special need, although anything which causes distress or offence is unacceptable.
- In the first instance, issues of alleged harassment between pupils should be referred to the class teacher. At this stage the nature of the problem will be fully investigated and discussed with a member the leadership team.
- In the event of a complaint that is clearly a case of harassment and not, for example, a problem in handling a relationship, the matter will be examined in terms of appropriate action to support the victim and help the individual responsible make better choices in terms of behaviour. This action ranges from counselling the offender about their behaviour to, if the harassment is repeated, the suspension of the offender from the school premises until such time as parents have been consulted and the pupil undertakes not to continue such behaviour. Such an undertaking, which will be written, signed and filed (on a Behaviour Contract), will entitle the offender to be re-admitted to all the facilities offered by the school.
- In cases of alleged harassment, that on further investigation are found to be essentially a peer dispute, the class teacher will seek to carry out a restorative conference with the pupils to re-establish good relationships between the individuals concerned.
- A log will be kept of any referrals of alleged harassment. All cases of racial harassment or other forms of discriminatory incident will be recorded, and the outcome of action taken made clear and records overseen by a member of SLT. In incidences where the alleged harassment is against the Assistant Headteacher – Pupil Welfare, this should be directed to the Headteacher. The data will be analysed to enable the Senior Leadership Team and Board of Governors to monitor patterns and trends and intervene with positive impact.

Appendix 1: Prohibited Items

Extract from Behaviour and Discipline in schools: Advice for Headteachers, January 2016,
Confiscation of inappropriate items

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and
2. Power to search without consent for "prohibited items" including:
 - knives and weapons
 - alcohol
 - illegal drugs and new psychoactive substances
 - stolen items
 - tobacco and cigarette papers, E cigarettes
 - fireworks
 - offensive materials including pornographic, homophobic, racist and anything inciting hatred, material
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

Searching, screening and confiscation in schools - GOV.UK (www.gov.uk)

Appendix 2



Suspension

SLT to consult with Headteacher inform parents and attendance

SLT Isolation

SLT to inform parents – Log on Arbor

Log on Arbor – Class teacher
Inform parent/s

- Promote Values
- Kindness
 - Respect
 - Aspiration
 - Responsibility
 - Integrity
 - Resilience

Log on Arbor – Class teacher
Inform parent/s

Remove – Red card

Loss of all free time (day)
classroom removal for remainder of
half day

Consequence – Yellow Card

15 minutes loss of free time
Once sanction completed – re-set

Warning - Amber

Time out in classroom – or 5 mins loss of free time – restorative discussion

Have you accessed the teacher toolkit for strategies before giving a warning?

Appendix 3

Continued dangerous/disrespectful and harmful actions could result in the Isolation leading to a fixed term suspension.
SLT/SENDco HOS & HT would consult before this decision is made.

SLT Isolation - Red card completed - Verbal/physical abuse to staff, dangerous behaviour, failure to respond to red card.

Red card

Child-on-child (Respect)
(physical, verbal, cyber, LGBTQIA+
HSB, Racism)

Swearing at someone – (Integrity/respect)

Leaving school building (responsibility)

Abuse to staff - (Respect)

Fighting – (Respect)

Persistent Defiance – (respect)

Vandalism/stealing – (integrity)

If a child has had more than 1 Red card
in a week, place on red report card

If a child has more than three red cards
in a given week, any additional red cards
would lead to SLT Isolation.

Yellow Card

(Already completed a warning)

Rough play (Respect/Kindness)

Leaving the classroom (responsibility)

Swearing –(not at someone) (Respect/kindness)

Continued silly behaviour/Interrupting learning (Respect)

Use of social media on school site/inappropriate use of phones (responsibility)

If a child is receiving consequences on
a frequent basis – place on yellow report
card.

If a child has received 3 yellow cards over a
week and 4th incident occurs – Red card
given then re-set

Amber (warning)

Silly behaviour inside classroom/in the corridors (Respect/Kindness/Responsibility)

Ignoring/not following instructions (Respect)

Unkind comment/action (Respect/kindness)

Interrupting learning (Respect)

Appendix 4

Restorative fix-it that a child can complete during their reflection time:

- Behaviour reflection written task
 - Re-do the task
 - Help another child/adult
 - Pay it forward with kindness
 - Apologise and reflect on own actions
 - Written/drawn apology
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- **Reflection time to be completed inside school with an adult**

