



PARKSIDE COMMUNITY PRIMARY SCHOOL

Behaviour Policy and Statement of Behaviour Principles

Parkside Community Primary School

Agreed: September 2023

Review: September 2024

Contents

1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	5
6. Pupil code of conduct	6
7. Rewards and sanctions	6
8. Behaviour management	7
9. Physical and Restrictive Intervention in School	9
10. Pupil Transition	13
11. Training	14
12. Monitoring Arrangements	14
13. Links with other policies.....	14
Appendix 1: written statement of behaviour principles.....	15
Appendix 2: line management structure	16

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying of any kind;
Peer on peer, online, racism, homophobic abuse, aggressiveness (this is not an exhaustive list)
- 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**
- **Promote a culture of fairness, tolerance and nurture**

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption of a major or low-level kind in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions (subject to need – difficult and or dangerous)
- Non-completion of classwork can include daily Maths, English and foundation subject activities or homework without good reason.
- Poor attitude – lack of compliance, safety of others, a lack of understanding

Serious misbehaviour is defined as to the following but is not an exhaustive list:

- Repeated breaches of the school rules
- Any form of bullying (see above under aims)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism and damage to school and other's property
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory language and behaviour
- Possession of any prohibited items
 - Lack of adherence to the appropriate use of mobile phones and smart devices

These are knives, weapons or any type of blade, alcohol, illegal drugs, stolen items, tobacco, cigarette, vapes, papers and or lighters and matches, fireworks, pornographic images.

- Any article a staff member reasonably suspects has been, or 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 intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power, to include acts of intentional peer on peer, racist abuse, homophobic abuse, online bullying but this is not an exhaustive list.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Can be a one-time act which causes deliberate harm of an emotional, physical, sexual, racist, verbal or of a cyber nature. Bullying can include:

Type of bullying	Definition
Emotional	Deliberately being unfriendly, excluding, tormenting, excluding from friendship, continuous provocative behaviour that is unkind

Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures, language, humour, imitating accents
Homophobic	A deliberate intent to cause harm because of identification and orientation
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, perceived non-verbal communication of an unkind nature (according to need)
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (**appendix 1**).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, SLT and all other members of staff giving due consideration to the school's statement of behaviour principles (**appendix 1**). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Following the school's line management structure when dealing with behavioural incidents **(appendix 2)**
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS and Provision Map and reviewing in a timely fashion for those with access to the Merilock - Senior Leaders and Designated Senior Persons. The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents / Carers

Parents are expected to:

- Support their children in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly either at the end of the school day or the following morning where possible
- Parents / carers are expected to support this policy in its entirety.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way according to ages and stages according to their development
- Show respect to members of staff, any other adults 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 and support when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online activity

- No permission to touch

7. Rewards and sanctions

7.1 List of rewards and sanctions

Positive behaviour may be rewarded with:

- Praise
- Letters or phone calls home to parents
- Attendance Rewards
- Reading Rewards
- Writer of the month STARS
- PE Sports person of the month
- Star of the week
- Marble in the jar
- Hot Chocolate
- Wings
- Attendance monopoly
- Individual class reward

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

- A verbal reprimand(s) – three warnings then time out in neighbouring or partner class. Verbal reprimands reset after lunchtime
- Expecting work to be completed at home, or at break or lunchtime (no more than 15 minutes)
- Being kept in at break or lunchtime to complete tasks in class (no more than 5 mins at breaktime and 15 mins at lunchtime)
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report' – those children whose behaviour has been a cause for concern over a number of weeks and have not responded to different rewards and sanctions and parents/carers have been informed and involved. At the end of every session class teachers must sign the child's report card and write a comment about their behaviour and attitude. At the end of each day until the child comes off report they must have their report card signed by the Headteacher or Deputy Headteacher.

We may use alternative classrooms or desks outside the headteacher's office in response to serious or persistent breaches of this policy. Pupils may be sent to another class during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school or online activity.

7.3 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.

Please refer to our Safeguarding Policy and Dealing with Allegations of Abuse Against Staff Policy for more information on responding to allegations of abuse.

8. Behaviour management

8.1 Classroom management

Please note, special educational needs and requirements are always considered in its application. Pupils identified as having SEND may have their own behaviour plans.

Where children need to be reprimanded about their behaviour it must be done in private where possible. When children need to be praised this should be done in public according to need.

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

This may include:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which should include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will be returned to pupils when the situation has been resolved if found to be safe.

We will also confiscate any item which 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 and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.3 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 behavioural support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9 Restrictive Physical Intervention in Schools

Introduction

At Parkside Community Primary School, we believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to whole school, each class, and individual pupils. School staff need to feel that they are able to manage inappropriate behaviour, and to understand what challenging behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to feel free of undue worry about the risk of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

All members of staff are aware of regulations regarding the use of force by teachers, as set out in the DfES Circular 10/98, relating to section 550 A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children

Definition of "Restrictive Physical Intervention"

"Restrictive Physical Intervention" (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it

- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate and necessary
- In the best interest of the young person

This document considers DfE Guidance on Use of Reasonable Force July 2013
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

When the Use of Restrictive Physical Interventions May Be Appropriate in Parkside Community Primary School

Restrictive Physical Interventions will be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when physical handling may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils is an important consideration. Under certain conditions this duty must be an over-riding factor.

Who May Use Restrictive Physical Intervention at Parkside Community Primary School

The following staff (as well as the teachers employed at the school) are authorised by the Headteacher to have control of pupils, and must be aware of this Policy and its implications. However, non-inclusion on this list does not mean that an adult is necessarily barred from using physical intervention. If the Head has lawfully placed an adult in charge of children, then that adult will be entitled to use restrictive physical intervention.

We take the view that staff should not be expected to put themselves in danger and that removing other pupils and themselves from risky situations may be the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils.

Titles of Authorised staff

Teachers, Teaching Assistants, MSAs and Site Manager in addition the Headteacher may give temporary authorisation to others e.g. parent helpers on a trip.

Planning for the Use of Restrictive Physical Interventions at Parkside Community Primary School

Staff will use the minimum force needed to restore safety and appropriate behaviour.

When considering the use of restrictive physical intervention there are only three components that can be judged as wrong.

- A negative impact on the process of breathing

- Pain as a direct result of the technique
- A sense of violation

Elevated risks

The following can result in a sense of violation, pain or restricted breathing

- The use of clothing or belts to restrict movement
- Holding a person lying on their chest or back
- Pushing on the neck, chest or abdomen
- Hyper flexion or basket type holds
- Extending or flexing of joints (pulling and dragging)

The following can result in significant injury:

- Forcing a child up or down stairs
- Dragging a child from a confined space
- Lifting and carrying
- Seclusion, where a person is forced to spend time alone against their will (requires a court order except in an emergency)

The principles relating to Restrictive Physical Intervention are as follows:

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions
- Restrictive Physical Intervention will only be used in circumstances when one or more of the legal criteria for its use are met
- Staff will only use it when there are good grounds for believing that immediate action is necessary and that it is in the pupil's and/or other pupils' best interests for staff to intervene physically.
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion. The pupil will be warned, at their level of understanding, that Restrictive Physical Intervention will be used unless they cease the unacceptable behaviour
- Staff will use the minimum force necessary to ensure safe outcomes
- Staff will be able to show that the intervention used was a reasonable response to the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable

- The age, understanding, and competence of the individual pupil will always be considered
- In developing Individual SEN Support Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times.

Acceptable Forms of Physical Intervention at Parkside Community Primary School

Positive Physical Contacts

There are occasions where there may be physical contact between staff and pupils other than when adults are physically intervening to prevent serious misbehaviour.

Staff and adults are aware of sensitivities of any form of physical contact with children. However, contact between children and adults might be appropriate for a variety of reasons, including:

- Guiding a small child on the playground. This should be only used where necessary and not form general practice.
- Calming/reassuring/comforting contact with a child that is upset or injured. A gentle tap on the arm to re-focus attention
- Guiding (without force) a pupil/child away from a situation or location using a hand on the back of the child's forearm and not by pulling a child's hand or arm.
- First Aid and medical treatment
- For curricular reasons (for example in P E, drama etc.)
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances, when Restrictive Physical Intervention is warranted

Planned physical interventions can be viewed as positive, because it is committed to keeping children and adults safe and included in all settings.

In all situations where, physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Physical contact is never made as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact will not be made with the participant's neck, breasts, abdomen, genital area, other sensitive body parts, or to put pressure on joints. It will not become a habit between a member of staff and a particular pupil. (Should a pupil appear to enjoy physical contact this must not be sought via Restrictive Physical Intervention). Staff are encouraged not to pick children up when they are in distress but where necessary according to age and stage this may be acceptable based on a professional judgement.

Developing a Positive Handling Plan at Parkside Community Primary School

If a pupil is identified for whom it is felt that Restrictive Physical Intervention may be a likely result, then a Positive Handling Plan will be completed. This Plan will help the pupil and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing. The plan will include:

- involving parents/carers and pupils to ensure they are clear about what specific action the school may take, when and why
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens
- a record to be kept in school of risk reduction options that have been examined and discounted, as well as those used
- techniques for managing the pupil's behaviour i.e. strategies to de-escalate a conflict, and stating at which point a Restrictive Physical Intervention may be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the pupil
- ensuring a system to summon additional support
- identifying training needs

Guidance and Training for Staff

Guidance and training are essential in this area. We need to adopt the best possible practice. In Parkside Community Primary School this is arranged for all staff at a number of levels including:

- awareness of issues for governors, staff and parents
- behaviour management techniques for all staff
- managing conflict in challenging situations - all staff

Training in practical techniques of restrictive physical intervention may be required for staff where there is a significant likelihood of them needing to intervene physically due to the nature of the pupil (or pupils) that they are working with. Where there is an identified need for such training, staff will be trained by an approved instructor. (NB there is no legal requirement for staff to be trained in the use of practical techniques so staff may exercise their legal right to physically intervene even if they have not had such training. However, they would still need to demonstrate that their intervention was reasonable and proportionate).

Parkside Community Primary School is a Thrive School. The Thrive approach is a dynamic, developmental, and trauma sensitive approach to meeting the emotional and social needs of children. It is through this approach that as a school we aim to achieve a vision in which children's needs are better understood and met.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings including CPOMS and Provision Map reports which are prepared by the School's Pastoral & Parental Engagement Officer.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues must be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools via Secure Access, CPOMS and Provision Map records.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development. (DSP Training for Senior Leaders bi-annually)

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti – Bullying policy
- Anti-Racism policy
- SEND Policy
- Allegations Against Staff Policy
- EVOLVE – Policy for Off Site Visits

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff (refer to THRIVE training), in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their action
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every September.

Appendix 2: School Line Management Structure for following Behavioural Issues

ISSUE IDENTIFIED



ISSUE DEALT WITH BY CLASS TEACHER OR TEACHING ASSISTANT AND DISCUSSED WITH PARENTS/CARERS



IF THE ISSUE CANNOT BE RESOLVED BY THE CLASS TEACHER IT SHOULD BE PASSED ON TO THE PHASE LEADER (Miss Pereira FOR EYFS, Mrs Weinstein FOR KS1 AND Liam Wanless FOR KS2)

(CONTINUOUS REFUSAL & PERSISTENT LOW-LEVEL DISRUPTIVE BEHAVIOUR)

WHERE CHILDREN PERSIST IN BREACHING THE POLICY THEY ARE REFERRED TO – THE EYFS, KS1, KS2 OR DEPUTY HEADTEACHER. – INDIVIDUALISED FOR EACH CHILD. WHERE THERE HAS NOT BEEN AN IMPROVEMENT IN A CHILD'S BEHAVIOUR IT IS ESCALATED TO THE DHT AND IN THE ABSENCE OF THE DHT THE HT



IF THE ISSUE IS OF A SERIOUS NATURE AND IS IN BREACH OF THE POLICY
EXAMPLES INCLUDE (BUT NOT AN EXHAUSTIVE LIST) Fighting of a threatening and serious nature, swearing at an adult, violence of a threatening nature against a child or adult, behaviour of a disruptive / persistent nature, bullying, name calling, sexualised behaviour.

THE CHILD SHOULD BE SENT TO THE DEPUTY HEADTEACHER IN THE FIRST INSTANCE AND A CALL MADE TO THE PARENTS/CARERS FOR AN APPOINTMENT TO BE MADE TO DISCUSS THE MATTER:



WHERE THERE IS A CONTINUOUS BREACH OF THE POLICY OR A ONE-OFF INCIDENT OF A VERY SERIOUS NATURE THE CHILD SHOULD BE SENT TO THE HEADTEACHER WHO WILL CONSIDER FURTHER SANCTIONS WHICH INCLUDE:

Internal suspension for a fixed number of days and removal of privileges - Exclusion for a fixed period of time between 1 and 4 days as a last resort

Where there has been a serious breach of the policy or for those of a continuous nature a 5-day fixed term exclusion will be applied. A reintegration meeting must be convened the morning after the last day of exclusion.

What must always be borne in mind is that common sense and discussion between senior leaders should always take place before any exclusion is given. Parents/carers must be informed at every step of the process and given the appropriate information regarding the reasons why decisions have been made.

