



Policy Update Summary

POLICY	
Behaviour	Date of review: September 2022
School: Pallister Park Primary	Date of Meeting: October 2022

CHANGES FROM PREVIOUS APPROVED POLICY	
<p>Updates have been made on the following;</p> <p>Amendment of policy using template from The Key to include sections on;</p> <ul style="list-style-type: none">○ off-site behaviour○ sexual harassment○ confiscation of items	
Report provided by: H Adams	



1. Purpose

- 1.1. Pallister Park Primary School is committed to creating a safe, fun environment where good behaviour is at the heart of productive learning. Everyone is expected to accept responsibility for their behaviour and support and encourage good behaviour in others.
- 1.2. The purpose of this policy is to guide teachers, pupils and parents on our relationship- focused approach to behaviour management. This will allow the pupils at Pallister Park to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

2. Ethos and Values

- 2.1. At Pallister Park our ethos is to 'Work hard, play hard'. We want all the children to feel safe and happy in their learning and we use 3 rules to support this; Be ready, Be respectful, Be safe
- 2.2. We use these rules to outline how to form good and respectful relationships and our actions have consequences both in school and within our community. Through our rules and values, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to improve their life chances and to help them maximise their potential.

3. Aims

- To create a culture of exceptionally good behaviour: for learning, for community and for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

This policy should be read alongside the school's anti-bullying strategy.

4. Commitment to Equal Opportunities

- 4.1. The school is aware of its legal obligations including the Equality Act 2010 . We aim to provide an environment in which our children are secure and confident, irrespective of their age, race, gender, gender identity, disability, special educational need, sexual orientation, religion or belief and socio-economic circumstances. Children should feel confident to seek support from school should they feel they or others are unsafe. We are aware of our role within the local community, in supporting parents/carers and working with other agencies outside the school where appropriate.
- 4.2. We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying/behaviour. Children should be able to work in an environment which is free from discrimination, harassment and victimization.
- 4.3. We want Pallister Park to be a place where diversity is celebrated and individuals feel valued and respected for who they are.

5. Roles and Responsibilities

- 5.1. If we are to be successful in supporting a child to improve their behaviour, we have to work in partnership with parents. This is only effective if all parties communicate on a regular basis, keeping each other informed of any issues or informing them of successes.
- 5.2. Trustees will:
 - Monitor the effectiveness of this policy holding the Head Teacher to account for its implementation
 - Review and approve this behaviour policy



Head Teacher will:

- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff will:

- Apply the school's policy fairly and appropriately
- Meet and greet every child every morning
- Refer to our three rules; ready, respectful, safe
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use praise and positive reinforcement to encourage and celebrate outstanding behaviour.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Follow up incidents and engage in reflective dialogue with learners.

Children will:

- Adhere to the school's ethos of 'work hard, play hard'
- Adhere to the school's rules of ready, respectful, safe
- Co-operate readily with all school staff
- Let others get on with their work and play
- Work to the best of their ability
- Listen and respond thoughtfully when being spoken to
- Be honest and truthful at all times
- Tell a member of staff if you see or hear about someone being treated unkindly

Parents/Carers will:

- Help your child(ren) to understand the school's 3 rules of ready, respectful, safe
- Inform school of any changes in circumstances that may affect your child's behaviour
- Encourage independence and self-discipline

6. Rewarding Positive Behaviour

6.1. We recognise and reward learners who go 'above and beyond' our standards. Although there are a range of rewards in school, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. Staff do not underestimate the use of praise in developing a positive atmosphere in the classroom. It is the key to developing positive relationships, including with those learners who are hardest to reach.

6.2. The following positive strategies will be used consistently by all adults in the school. They are designed to ensure simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best;

- Pally Paw Points; for good work or behaviour. These all go into a 'raffle' for a prize in our Friday assemblies
- Class rewards: teachers may also reward children in their class in a variety of ways; stickers, message home, small prize, whole class reward
- Pupil of the Week; one child per class per week is chosen for working hard all week and excellent behaviour, they will receive a certificate and prize



- Hot Chocolate with the Head; children who consistently go 'above and beyond' may be invited to have hot chocolate with Mrs Adams as a treat and recognition of their excellent behaviour
- Postcard Home; for consistent good work in class, a postcard will be sent home for additional recognition
- Reward from the Head Teacher; children who have produced good work in class may be sent to Mrs Adams for a sticker/prize – especially when they have worked hard to improve their own standard of work

7. Consequences

7.1. If a child makes a bad behaviour choice, consequences will follow. These may include:

- A clear reminder of what is expected.
- Time out in an appropriate place to give the child time to de-escalate
- Missing free-time at break or lunchtimes
- Completing a restorative task
- Explaining behaviour to Middle or Senior Leadership Team
- Phone call home
- Meeting with parents

Consequences may be escalated dependent on the nature of the incident.

As a school we do not want to exclude any child and will adhere to Government guidelines on Suspensions from school if the need arose. Further details are outlined in our Exclusions Policy.

8. Liaising with external agencies

8.1. As a school we have a dedicated support team who support staff and families.

Our team are:

Vulnerable Pupil support Team	Mrs L Felgate, Mrs M James
SENDCO	Miss E Close

We also work with outside agencies in supporting children/families.

9. Physical Intervention

9.1. Under very exceptional circumstances, physical intervention may be required to manage a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. This is always used as a last resort.

Please see Reasonable Force Policy for more details.

10. Off-site behaviour

10.1. It may be necessary to implement sanctions where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

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



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

10.3. We would always discuss our decisions with parents/carers in relation to off-site behaviour and aim for parents to deal with incidents outside school where possible. We want school to be a place to focus on learning and for each child to reach their potential, minimising outside influences, where appropriate.

11. Transition

11.1. Pallister Park Primary School will undertake to liaise fully with Key Stage 3 when transferring children to the secondary setting. They will also liaise with Early Years settings when children transfer into Pallister Park Primary School. This will involve attending reviews and inviting colleagues from other settings to these reviews.

12. Malicious allegations

- 12.1. Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 12.2. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.
- 12.3. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.
- 12.4. The school will also consider the pastoral needs of staff and pupils accused of misconduct.
- 12.5. Please refer to our Safeguarding policy and Allegations against staff for more information on responding to allegations of abuse against staff or other pupils.

13. Zero-tolerance approach to sexual harassment and sexual violence

- 13.1. The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Our children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- 13.2. The school's response will be:
- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- 13.3. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:
- Responding to a report
 - Carrying out risk assessments, where appropriate, to help determine whether to:



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

Please refer to our safeguarding policy for more information.

14. Confiscation

- 14.1. Any prohibited items (listed in section 3 of DfE guidance below) found in pupils' possession will be confiscated. These items will not be returned to pupils.
- 14.2. 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, if appropriate.
- 14.3. Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

15. Pupil Support

- 15.1. 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.
- 15.2. 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.
- 15.3. 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.
- 15.4. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

16. Safeguarding

- 16.1. The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

17. Transition

- 17.1. 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.
- 17.2. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year and in the case of Year 6 children with their new Secondary school.

18. Training

- 18.1. 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.



19. Links with policies

- 19.1. Below is a list of policies that should be read in conjunction with this policy. This is not an exhaustive list;

Policy	Why
Attendance Policy	Our expectations in relation to attendance
Safeguarding Policy	Child protection and peer on peer information
E-Safety Policy	Cyber bullying and E-Safety
Equality Policy	Expectations for race, culture, religion, SEND
Complaints Policy and Procedures	Guidelines for complaints
SEND policy and Information report	Guidelines and responsibilities
Reasonable Force Policy	Procedures in relation to de-escalation