



# CHRISTOPHER PICKERING PRIMARY SCHOOL



## Good Behaviour Policy



Headteacher: Mrs J Marson

Behaviour Lead: Mrs L Leeman

Review Date: Autumn 19

Next Review: Autumn 20

All decision making at Christopher Pickering Primary School is informed by the desire to raise:

Standards of achievement  
The quality of teaching and learning  
The continued personal development of pupils and staff  
**and**  
To enjoy learning, working and being together  
Safeguarding Children in our care

**Christopher Pickering Primary School recognise that “...through their day to day contact with pupils and direct work with families, our education staff have a crucial role to play in noticing indicators of possible abuse or neglect and in referring concerns to the appropriate agency.” (Working Together to Safeguard Children 1999).**

## **Christopher Pickering Primary School** **Good Behaviour Policy**

### **Introduction:**

At Christopher Pickering Primary School we aim to be a place of excellence, where children can achieve their best in their academic, creative, personal and physical development. We are committed to helping children to developing socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions. We strive to maintain close partnerships between children, parents and staff so as to develop children who will be life-long learners and responsible citizens. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

The following documentation is also related to this policy:

- Behaviour and discipline in schools - Advice for headteachers and school staff (DfE 2014)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremists groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased

risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

### **Aims:**

- To maintain a consistent approach which supports the aims and values of the school;
- To create a positive and orderly atmosphere which supports teaching and learning;
- To create a safe, secure environment for children and staff through the clarification of expectations, roles, rights and responsibilities;
- To enable children to take increasing responsibility for their own actions and to begin to recognise the outcomes of acceptable and unacceptable behaviour in terms of both the school and the wider society in which they live;
- To promote self-esteem and tolerance, self-discipline, consideration and respect for others;
- To ensure consistent implementation of this policy from all staff especially in the delivery of rewards and sanctions; and
- To ensure that staff, pupils, parents, governors and visitors to the school have a shared understanding of our practice and procedures with regard to managing behaviour.

### **At Christopher Pickering Primary School we:**

- use praise as a form of acknowledging good behaviour and changing unwanted behaviours;
- provide a structured framework in which staff can respond to challenging behaviour;
- expect all staff to take responsibility for promoting good behaviour at all times;
- expect all staff and visitors to the school to act as positive role models;
- take a personal interest in the progress and welfare of every child;
- seek to show children that if poor behaviour occurs, it is the behaviour we dislike, not the child;
- always take unacceptable behaviour seriously;
- believe that it is crucial to work closely with parents on managing behaviour issues when necessary and especially when there are persistent or serious difficulties;
- seek to identify and address any persistent difficulties;
- ensure that all staff are informed of any issues/needs that may arise in order to ensure consistency of approach;
- greet children warmly regardless of any undesirable events on the previous day;
- challenge negative comments from other children regarding a child's personality, ability, appearance or cultural background;
- ensure that vulnerable children, such as those with special educational needs, physical or mental health needs, receive sensitive and well matched behavioural support. (See SEN, Safeguarding and Single Equalities policies).

### **Teaching and Learning and the Quality of the Curriculum:**

- We aim to make our school a happy and exciting place where pupils learn and can achieve success. We recognise that there are a number of factors that can affect a child's motivation and behaviour.

- High expectations by teachers and other adults; praise and recognition of achievements.
- Stimulating teaching which encourages active learning, values contributions, allows for variation in pace and encourages enthusiasm, interest and enjoyment.
- Planning for the needs of all pupils, encouraging them to take increasing responsibility for their own learning and giving structured feedback on their progress.
- Sustained hard work by pupils at appropriate, challenging and rewarding tasks.
- Careful monitoring of progress, good record keeping, constructive marking and assessment which sets targets for future development.

(See also Behaviour Checklist Appendix 1).

### School Rules:

Our children have a right to learn, feel safe and be the best we can be, and so our Golden Rules are:

- **We act responsibly and respect each other's rights**
- **We are kind, helpful and polite to everyone**
- **We follow instructions the first time**
- **We keep our hands and feet to ourselves**
- **We walk quietly and sensibly around the school building**
- **We dress smartly and look after equipment and belongings**

### Roles and Responsibilities:

At Christopher Pickering Primary School, we believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way our children realise that the way they behave is of importance to everyone.

#### Staff:

- Class teachers endeavour to ensure that their children behave well at all times, following our Golden rules, even when the class teacher is not present;
- Teachers contribute to the open door policy for parents and deal with their concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate;
- Staff keep a record of significant incidents/logs of behaviours in using CPOMs. These are monitored and reviewed by the Deputy Head.
- All other staff support the teaching staff in the above; and
- The Headteacher will be responsible for ensuring that this policy is implemented and for reporting to the Governing Body on its impact.

#### Parents:

- At Christopher Pickering we give high priority to clear communication within school and to a positive partnership with parents as these are crucial factors in promoting and maintaining high standards of behaviour. We aim to develop positive relationships and a climate of trust so that concerns about a child's progress, welfare or behaviour can be discussed openly and in a positive way. The school's behaviour system is explained to parents at meetings for new pupils. Those parents whose children enter mid-term have the system explained to them and their children before they are admitted. The code of conduct is clearly stated in the Home School Agreement (Appendix 5). Each parent has been asked to sign their agreement alongside the Head's signature to signify that they support the contract. Where behaviour is causing concern parents will be informed – this will be either; after the third time of entry within one half term in the Behaviour Management section of SIMS or immediately if a serious incident has occurred. Parents may then be invited into school to discuss the situation and help devise a plan of action.
- We expect parents to behave in a reasonable and civil manner towards all staff and other site users; and support the actions of the school when consequences are imposed. Incidents of verbal or physical

aggression to staff and other site users by parents of children in the school will be reported to the Headteacher and governors who will take appropriate action.

*Pupils:*

- The emphasis is on reward! Pupils need to understand the system and have constant reminders. At the beginning of each half term, and more often if necessary, assembly time is used to reinforce our systems i.e. the reward structure in place for good work and good behaviour and the consequences of unacceptable behaviour. Each class has the classroom system explained to them at the beginning of the school year and relate them to their class. Thus the pupils have ownership of the rules and therefore they are more effective. We are committed to promoting anti-racist attitudes and educate children about equal opportunities regardless of race, disability or gender. (See also Single Equalities Policy and Action Plan).

*Governors:*

- The Governing Body has the responsibility of setting down general guidelines on standards of behaviour and of reviewing the effectiveness of the policy.
- The Governors fully endorse the Headteacher in carrying out the policy.

**Our Behaviour Grid- Rewards and Sanctions:**

There is a wide and comprehensive system of rewards in place throughout the school. All adults in the school are expected to recognise and respond to good behaviour and industry. We look for the good in all children and value the positives that they bring to the school. The actual rewards vary throughout and are updated regularly. Rewards may vary from praise, a smile, a positive action to a range of stickers, badges, certificates, Dojo Points and treats. The system needs to be flexible enough to cater for the needs of the individual, recognise small achievements and yet provide motivation for a whole class or year group as children become older. Children are provided with consistent positive encouragement when they do behave well. Children who choose to break the rules follow a series of consequences. The structure of rewards and sanctions are detailed in the Behaviour Descriptors Grid in Appendix 2 and Unacceptable Behaviour identified in Appendix 3. A copy of this is sent to parents annually and also as the policy is reviewed.

**PSHE and The School Council:**

In PSHE each phase follows the Jigsaw programme as well as using circle times to discuss issues causing concerns, the impact of a problem and how it might be resolved. Each class, from Year 1 has a male and female representative on the School Council; they meet on a regular basis to raise issues of concern and discuss school improvement projects.

**Supporting Children with Additional Needs:**

Any child, at any time during their schooling, could experience a period of turbulence which may result in unwanted behaviours. A small number of pupils may have a specific underlying condition / need which should be taken into account and reasonable adjustments made. Approaches to support these children could include:

- Discussion with the child about their behaviours;
- Continued involvement from and liaison with parents;
- Close liaison with the SENCo (Special Educational Needs Co-ordinator / Assistant Head/Headteacher, Ganton Staff;
- Work suitably differentiated to match the child's needs;
- Additional support in liaison with the SENCo;
- Involving external agencies;
- Implementation of an Individual Behaviour Plan (IBP)
- Making reasonable adjustments
- Investigating options for alternative provision (dependent upon criteria, availability etc)

Any approaches used will be reviewed regularly and adapted as necessary.

### **Bullying:**

Our definition of bullying is behaviour that is:

- **Repeated, over time and often frequently- Remember Several Times On Purpose (STOP);**
- **Intended to hurt someone either physically or emotionally; and**
- **Often aimed at certain groups. E.g. because of race, religion, gender, vulnerability or sexual orientation.**

Incidences of bullying will not be tolerated and will be dealt with in line with our Anti Bullying Policy.

### **Attendance:**

Punctuality and good attendance, particularly the prevention of unauthorised attendance, is an integral part of our school policy on behaviour. Encouragement to attend school regularly emphasises positively the importance of school. Parents will be reminded of their responsibilities for attendance and punctuality when necessary.

### **Racial Harassment:**

All incidents relating to racial harassment will be taken seriously. It will be made clear to pupils and other site users that such practices are unacceptable and will not be tolerated. (See also our Single Equalities Policy).

### **Resolving Problems:**

Being fair is of the utmost importance. Following an incident, staff must ensure that they have listened to both sides and sought witness accounts where possible. All incidents should be dealt with in line with 'Restorative Approaches'.

The principle is that the child causing harm is held accountable for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual affected;
- Accepting responsibility for the harm caused to others;
- Recognising the need to take action, to begin to repair the harm caused; and
- Agreeing a range of actions, in conjunction with all those involved, which will be monitored over an agreed period of time.

There is a range of restorative approaches and it is important that they are used in conjunction with, not in place of, sanctions.

### **On the Playground**

Playtime:

Playtimes are important parts of the school day when children can involve themselves in physical or imaginative play, talk to friends and make new ones and generally 'recharge their batteries'. We ensure that our playground is well supervised. All staff should listen to children with problems, particularly those associated with bullying, and ensure that all children are dealt with fairly we encourage our older pupils to be involved in making playtimes a positive experience by running a system of playground helpers known as "Playground Buddies". They are responsible for the playground equipment and games, organize and join in games with younger children or are simply there as a friend for those who need one.

Time out areas are identified on the play-ground; these are used as a short term measure for the child to reflect on their behaviour at both play and lunch time

Lunchtime:

Lunch time supervisors support and promote good behaviour both in the dining hall and on the playground. It is important to update their skills regularly and provide ongoing training. A designated lunchtime supervisor is responsible for a group of children who lead The Change for Life programme; these children organise games and activities to ensure children are active at lunchtime. Every week the lunchtime supervisors select a group of pupils who have shown good manners or behaviour in the

dining hall. These pupils receive Dojo points and may join a teacher for lunch on Friday's 'Golden Table'.

If a pupil has demonstrated extremely poor behaviour at lunchtime they will be sent to the Time Out Room to reflect on their behaviour with a member of SLT.

### **Screening, Searching and Confiscation:**

Staff reserve the right to confiscate a pupil's property if it should not be in school (e.g. mobile phones). Staff also reserve the right to screen all children for banned objects- this may involve asking them to turn out their bags or searching trays etc. Headteachers and authorised staff may also use such force as is reasonable, given the circumstances, to conduct a search for prohibited items. For more detailed information see Appendix 4 .

### **Confiscation and Disposal:**

Staff have the power to confiscate any item which is illegal or banned from school. In most circumstances staff confiscate items which are banned from school and return to pupils at the end of the day. However on occasions this will not be appropriate and in those cases the following principles will apply:

- Illegal items will be handed to the Police.
- Legal, but banned consumable items (such as tobacco, alcohol) will be disposed of.
- High value items, e.g. mobile phones which are confiscated will be held securely until a parent can make arrangements to collect them.

### **Allegations:**

Any allegation of misconduct against a member of staff will be taken seriously and referred to the Local Authority Officer and dealt with using the Hull Safeguarding Procedure. (see Appendix 4)

### **Use of Reasonable Force / Physical Intervention:**

At Christopher Pickering Primary School we believe that children need to be safe, know how to behave and know that the adults around them are able to manage them safely and confidently. For a very small number of children the use of physical intervention may be needed. (See our Physical Intervention Policy). Headteachers and authorised staff may also use such force as is reasonable, given the circumstances, to conduct a search for prohibited items. (see section re Screening, Searching and Confiscation).

### **Exclusion:**

In most cases fixed or permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in response to breaches of the school's behaviour policy, including persistent disruptive behaviour. If this occurs parents may be asked to remove their child for a specific, short term period. Exclusions, whether fixed term or permanent can only be imposed by the Headteacher, or in his/her absence a designated representative, normally the Deputy Head. Where exclusion is used the school conforms to the DfE Guidance. If a child is excluded for a period of less than 5 days the school will provide work- it is the parent's responsibility to ensure that the child completes the work and returns it to the school for marking. From day 6 of an exclusion, temporary alternative arrangements for schooling will be made for the child. In the event of a permanent exclusion the LA will contact parents with details of the day 6 provision. A child may also be excluded at lunchtime; this will count as a half day exclusion by the DfE; however, the school will always try to work with parents in these situations.

### **Behaviour Beyond the Gate:**

Children are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/ outing or wearing their uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school.



Christopher Pickering Primary School cannot be responsible for pupil behaviour when they are out of the organisation and care of the school staff, but we will endeavour to investigate any incident which is reported to the school. We will always co-operate with the Police in any investigations of incidents which are thought to involve Christopher Pickering pupils. Punishments will depend upon the severity of the behaviour, but will be in line with our sanctions identified in Appendix 3. Parents will always be informed of the complaint and the school's action.

### **Children in Transition:**

New children will be made aware of expectations via the Home/School agreement which will be discussed with them in their first few days at school. The Assistant Head for Behaviour and Pastoral is responsible for ensuring that new children understand and follow the Golden Rules and their Rights and Responsibilities.

### **Communicating the Behaviour Policy:**

The Good Behaviour policy is circulated to parents bi-annually and is also available on our web site or at the school office in paper form, on request. Staff discuss our Good Behaviour Policy with children at least half termly.

### **Staff Training:**

Teaching and Non-Teaching:

In order to achieve our aims it is important that all newly appointed staff understand and support the principles underpinning our behaviour policy as soon as possible after appointment. Mentors and Phase Leaders will provide the necessary support. Whole school staff will receive appropriate training for the school's needs as required. We will aim to have at least one session of training or a whole staff meeting focus, per year.

### **Allegations:**

Pastoral support will be offered to any individual against whom an allegation is made and the matter kept strictly confidential. If the allegation is against the Headteacher, the Chair of Governors will be responsible for referring the matter. In the event of an allegation proving unfounded or malicious the matter will be referred to the Governors Discipline Committee for action. Staff are advised to familiarise themselves with the Government Guidance on Safer Working Practice in order to minimise the risk of allegations being made.

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Success Criteria:**

We will know that our policy is effective and embedded in our practice when:

- All children, staff and visitors feel safe and welcomed in our school;
- All children, staff, parents/carers and all associated adults know and understand our Golden Rules and adhere to them;
- Expectations and standards of behaviour are consistently high;
- Teaching staff feel confident and well supported by the SLT in managing children's learning and social development;
- Parents feel that the school deals effectively with unacceptable behaviour;
- Governors are confident that behaviour is well managed in the school and that the ethos is one which promotes a positive approach and an awareness of rights and responsibilities.

### **Monitoring and Review:**

Behaviour is logged into the CPOMs database and is monitored in the first instance by the Phase Leaders who will then pass information onto the Deputy Head. Behaviour is on all agendas of management, staff and phase meetings. The success of the consistent application of the policy will be monitored regularly.

The success of the school's Behaviour Management Policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SLT through lesson observation, walking around and Behaviour Logs;
- Analysis of tracking data for individual pupils and cohorts;
- Termly Inclusion review of vulnerable groups e.g. SEN, vulnerable groups, LAC by the Inclusion Leader.
- Analysis of exclusion data
- Termly monitoring by the Curriculum and Standards Committee
- The SIP, which is used for planning and monitoring provision within the school;
- Feedback from children, parents and staff, both formal and informal.

**This policy will be reviewed annually.**

**Appendix 1**  
**Behaviour Checklist for Teachers**

- Carpet places and lining up order.
- Pupil and sensitive information sheets inside cupboard door. Staff aware.
- Golden rules displayed, in pupils' words / pictures.
- Behaviour charts and traffic lights displayed and referred to.
- Behaviour Logs used and followed up if three entries in a half term.
- Parallel praise – praise good behaviour rather than highlighting negative behaviour.
- Visual timetable.
- Reward system in place which children and staff use consistently.
- Planning available, resources prepared, TAs planned for.
- 'Attention Grabber' used consistently for children's behaviour.
- Smooth transitions – group by group between tables, carpet, lining up.

## Appendix 2 Christopher Pickering Behaviour Descriptors Grid

This grid is aimed at helping all members of our school understand the behaviours expected of pupils. Our expectations are discussed with pupils regularly through assemblies, circle time, and displays around the school.

The good behaviour we expect at Christopher Pickering Primary School	Rewards/Recognition
<p><b>We have a right to learn, feel safe and be the best we can be, and so our Golden Rules are:</b></p> <ul style="list-style-type: none"> <li>• We act responsibly and respect each other's rights</li> <li>• We are kind, helpful and polite to everyone</li> <li>• We follow instructions the first time</li> <li>• We keep our hands and feet to ourselves</li> <li>• We walk quietly and sensibly around the school building</li> <li>• We dress smartly and look after equipment and belongings</li> </ul>	<p>Good behaviour and work is predominantly recognised with Dojo Points.</p>
<p><b>Children are expected to:</b></p> <ul style="list-style-type: none"> <li>• Be polite, respectful and helpful to everyone</li> <li>• Be co-operative in lessons and keen to learn</li> <li>• Listen quietly and know when it is the right time to contribute</li> <li>• Sit sensibly</li> <li>• Be considerate, caring and compassionate towards others</li> <li>• Be honest, trustworthy and carry out responsibilities reliably</li> <li>• Show good sportsmanship</li> <li>• Be responsible, proactive and prepared to 'have a go'</li> <li>• Demonstrate excellent behaviour because it's the 'right thing to do'</li> <li>• Use their initiative in appropriate ways</li> <li>• Work hard to manage conflict</li> <li>• Try to remain calm and patient even when things are difficult</li> <li>• Give a quick positive response to adults' instructions.</li> </ul>	<p>√ Each evening, one pupil from each class will take home a letter or small certificate recognizing good work or good behaviour – Dojo Star of the Day</p> <p>√ <b>All</b> children will work towards receiving Dojo points for good work/behaviour. Each week the highest earners of Dojo points in each class will have a treat decided by each phase at the end of the week and will also take home a certificate.</p> <p>√ A weekly Gold Book assembly in which 'star' pupils (one from each class) receive a certificate stating the reason for the presentation.</p> <p>√ A weekly 'Golden Table' lunchtime where selected pupils join a teacher for lunch to celebrate their good manners and good behaviour.</p> <p>√ Individuals are mentioned in assembly (bravery, special accomplishment, honesty etc.) – in special circumstances parents are informed.</p> <p>√ All children are in an allocated house and children's Dojo points are counted towards their total House Dojos each half term. Children are encouraged to work towards a House end of Half term reward. Houses are based on the theme of famous people from Hull. Wilberforce (Blue) Morley (Red) Sullivan (Yellow) Johnson (Green).</p>

### Appendix 3 Unacceptable Behaviour

- Taking away/impeding other children's rights
- Goaded or provoking others and deliberately getting other children into trouble
- Teasing/winding other children up
- Spoiling work
- Being disrespectful
- Not managing temper appropriately
- Disrupting lessons and preventing other children from learning
- Using swear words, racist language or calling other children names which upset them
- Taking others' belongings
- Refusing to follow instructions after positive encouragement and a 'final warning'
- Calling out
- Chasing people when they don't like it
- Hurting others
- Negative peer pressure
- Bringing the school into disrepute

#### Sanctions

It must be clear why the sanction is being applied and what changes in behaviour are required to avoid future punishment. It is important that the child understands fully that it is the behaviour that is unacceptable rather than the child as a person.

- √ obviating the need for adults and pupils to enter a dialogue
- √ reducing wasted lesson time
- √ reducing time when the teacher's attention is diverted from the task of teaching
- √ involving parents early so that they can assist the response
- √ in the initial stages, giving pupils a fresh start every day
- √ making children increasingly responsible for their own actions
- √ protecting those who want to work from disruptive influences

#### In one half day:

**We use a 'traffic light' system where every pupil begins in the green circle. The aim for each pupil is to remain in that circle by following the class rules and behaving well. Each pupil receives positive reinforcement and recognition of their good behaviour by knowing that they are in the green circle.**

#### First unacceptable behaviour / work:

- Final Warning
- Pupil given the reason
- No dialogue is entered into.

#### Second unacceptable behaviour / work:

- Pupil's name is pupil's name written in the amber circle)
- Pupil is given the reason

- ❑ No dialogue is entered into
- ❑ Five minutes loss of playtime with the teacher in the classroom.

**Third unacceptable behaviour/ work:**

- ❑ Pupil's name is written in the red circle
- ❑ Pupil is given the reason
- ❑ No dialogue entered into
- ❑ Pupil spends playtime in 'Time Out' in the POD.
- ❑ Pupil's name is entered into the class teacher's Behaviour Log
- ❑ Pupils complete reflection sheet.

**Fourth unacceptable behaviour / work:**

- ❑ If the behaviour continues during that day the pupil is removed to the Phase Leader or agreed phase teacher and stays for no more than the remaining half of the day. Parents will be informed. If this happens twice in one half term school may use this as a trigger for an Individual Behaviour Plan.

The child is always given the opportunity to retrieve the situation by behaving well and, after discussion with the teacher, the child's name may be moved back into the preceding circle, e.g. from amber to green thereby reinforcing the positive change in behaviour. However, when a red circle has been reached the child must carry out their Time Out for this either the existing day (if incident happens before playtime) or the next day's playtime if the incident happens within the second session of the morning or the afternoon. **The child will always start the next day, however, on the green circle.**

If the child has been in the Time Out Area three times within one half term, parents receive a phone call to discuss the problem with class teacher, in order to arrive at a mutually satisfactory solution. Parents will be invited into school for a meeting with the phase leader after the child has been in Time Out on 6 occasions.

**In certain circumstances, such as serious misbehaviour or dangerous conduct,** the teacher may use their discretion in missing out intermediate steps from the above process.

The child will then be sent to the time out room where a member of the senior team will supervise their work. The child will then return to class.

**When individual pupils continually abuse the above system, or in certain circumstances, discussed with the parent, the following monitoring procedures are put into place:**

The teacher discusses with the parents (and possibly the Special Education Needs Co-ordinator or other senior member of staff) the reasons for unacceptable work or circumstances of bad behaviour. These staff will discuss whether levels of differentiation and / or expectations are appropriate and if so, decide action as follows:

**a) Informal Monitoring 1**

- ❑ Certain targets for behaviour and rewards are agreed – Phase leader involved.
- ❑ Responsibilities Chart given to child.
- ❑ Parents are involved and sign the Responsibilities Chart daily.
- ❑ Teachers meet regularly to discuss progress.
- ❑ If successful, school gives agreed reward, monitoring is discontinued after an agreed period of good behaviour.

**b) Formal monitoring**

- ❑ This is used when (a) is ineffective- Head involved.
- ❑ Individually tailored targets to be monitored at each session.
- ❑ Child to report to Head at the end of each day.

- ❑ Head to maintain contact with parents. Parents involved in longer term rewards.
- ❑ If successful, school and parents give agreed reward.
- ❑ An Individual Behaviour Plan is considered.

**c) Isolation/ Time Out Room**

- ❑ This is usually to be used when the above strategies are ineffective or in severe cases of unacceptable behaviour, but may be used for severe breaches of the school rules.

**d) Involvement with external agencies 2**

- ❑ This is used when all the above measure have broken down.
- ❑ Advice may be sought from one or a number of agencies.

**e) Temporary Exclusion**

- ❑ This is used when the above procedures have been ineffective, a pupil is continuing to breach the Good Behaviour expectations, when a pupil has been violent **or** when it is considered the pupil and / or parents need a breathing space, a period of reflection **or** to benefit the other pupils when their education is being disrupted.
- ❑ Children at risk of exclusion will have a Pastoral Support Plan (PSP) put in place.

**f) Permanent Exclusion**

- ❑ For serious assault, repeated serious theft, repeated / serious bullying, vandalism / attempted vandalism.
- ❑ When relationships have broken down to the extent that the pupil repeatedly and on a number of occasions refuses to do as asked by staff.
- ❑ When the education of others is constantly disrupted.
- ❑ When it is felt that the presence of the pupil on the premises poses a threat to themselves or to others.
- ❑ When it is felt that the presence of the pupil on the premises causes other pupils to feel intimidated.
- ❑ For deliberate assaults on members of staff.
- ❑ For sexual assaults.

- Only the Headteacher has the power to exclude a pupil
- All exclusions are communicated in writing to the parent / carer, the LEA, relevant external agencies and the Chair of Governors
- The written communication explains:
  - The reasons for excluding the pupil
  - The length of the exclusion
  - The parents' rights to make representations to the LEA / Governing Body about the exclusion.

We do all in our power to retain pupils and deal in positive ways with the misbehaviour that is causing concern.

Work is always set for the pupil and followed up on his/her return.

A back to school meeting is held with the Deputy Head on the first day following an exclusion.

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1 These steps are linked to a reward system, usually agreed between parents and school.

### **Serious or Persistent Misbehaviour:**

When pupils are long term, low key disruptives, who display serious unacceptable behaviour or disaffected behaviour then the behaviour is monitored.

These records of misbehaviour will

- ◆ allow us to show external agencies of our need for intervention
- ◆ assist us in identifying triggers or patterns of misbehaviour in order to assist the pupil to improve
- ◆ focus on the specific type of behaviour displayed
- ◆ build a database which external agencies can use to assist the pupil
- ◆ allow us to monitor the effectiveness of strategies employed.

**In cases of serious misconduct** the following strategies are used, in conjunction with strategies from a) to f) on page 13-14.

**Bullying** (usually not isolated assaults or acts of retaliation)

The Headteacher is informed and the school invokes its Anti Bullying policy.

**Theft**

The Headteacher is informed who in turn informs the parents. In serious cases the pupil is excluded for a fixed period. The school reserves the right to involve the Police.

**Other serious misconduct** (i.e. vandalism, serious untruths)

As above. The school reserves the right to involve the Police. The school may seek to recover the cost of deliberate acts of vandalism / damage.

**Deliberate assaults on staff / serious or persistent assaults on pupils**

As above. The pupil is excluded for a fixed period unless there are exceptional circumstances (such as the pupil not being mature enough to understand the consequences of their own actions).

Permanent exclusion will be considered; especially if there have been previous incidents.

The Chair of Governors is informed (and, if appropriate, the Health and Safety Executive and the Local Education Authority).

**Note:**

**It is important to record that the vast majority of pupils at Christopher Pickering Primary School are well behaved, polite, considerate and caring children.**



## **Appendix 4 Screening, Searching and Confiscation.**

### **Screening and Searching:**

School staff (a teacher or someone who has lawful control of the child) can search pupils with their consent (the ability to give consent may be influenced by age or other factors) for any item. Schools are not required to have formal written consent from the pupils for this sort of search.

### **Searching without consent:**

It may occasionally be necessary to search a pupil with or without their consent. This will only be done when the school has reasonable grounds to believe that a pupil may be carrying illegal or prohibited items which include:

- knives, weapons , alcohol, illegal drugs and stolen items;
  - Tobacco and cigarette papers, fireworks and pornographic images;
  - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property;
  - Any item banned by the school rules which has been identified in the rules as an item which may be searched for- in our case mobile phones?????
- 
- Searches will be carried out by senior members of the teaching staff;
  - Searches will be carried out, out of sight of other children;
  - Suspicion may be aroused:
    - o As a result of a positive screening;
    - o Because a child is acting suspiciously
    - o Because of something said by the child.
- 
- There will always be two members of staff present when a search takes place. At least one of those will be the same sex as the child.
  - Children will NOT be frisked or asked to remove clothing other than outerwear but they may be asked to remove their coats, turn out their pockets and bags, lift up their trouser legs to reveal their socks. A more intimate search may only be made by a person with more extensive powers, e.g. police.
  - Throughout the screening process children will be talked to and reassured that there is no threat to them and that they have nothing to fear if they are not carrying anything.
  - If pupils refuse to be searched, or if they abscond, their parents or the police will be informed. If pupils become abusive or threatening the search will be stopped, the pupil isolated and parents called.
  - Whilst there is no legal requirement to make or keep a record of a search, we believe that it is good practice to do so. All searches will be logged (to include name, year, sex, ethnicity, rounds of suspicion, time and place, who searched, who else was present, what if any reasonable force was used and if so why, how the search began and progressed, the pupils responses and how staff managed them, outcomes and follow up actions).
  - Parents will always be informed if a pupil has been searched and the result of that search. However, schools are not required to inform parents before a search takes place or to seek consent to search their child.
  - Disposal of prohibited items will follow the guidance identified below.

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For more detailed guidance, please see DFE Guidance, Searching Screening and Confiscation: Advice for headteachers, staff and governing bodies.

<http://media.education.gov.uk/assets/files/pdf/s/screening%20searching%20and%20confiscation%20advice%20for%20head%20teachers%20staff%20and%20governing%20bodies.pdf>

## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Good Behaviour Policy				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No			
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
J.Marson	Spring 2018	Governing Body	Spring 2018

**KS1 & KS2 Home School Agreement**

**Christopher Pickering Primary School is a rights respecting school. We ask your help to allow children to receive the rights they deserve, whilst helping them to understand how they can be responsible for themselves and the rights of others.**

**All children have the right to:  
learn and go to school;  
become the best they can be;  
be kept safe;  
relax and play;  
healthy food and water.**

**As a parent / carer I will respect these rights and take the responsibility to:**

**ensure that my child attends school regularly and punctually;  
ensure that my child is appropriately dressed and has the correct equipment.;  
inform the school when my child is absent;  
make the school aware of any concerns or problems which might affect  
his/her work or behaviour;  
support my child's learning at school and home through reading and  
homework activities;  
attend parents meeting and discussions about my child's progress at school;  
support the school policies and rules and the school's Good Behaviour policy.**

**Signed ..... (Parent)**

**Date .....**

**As a pupil I will respect the rights of myself and others and take the responsibility to:**

**do my best at all times and listen to my teacher;  
keep the school and class charter for good behaviour;  
treat all property carefully and with respect;  
let my teacher know if I am worried;  
be kind and considerate towards everybody;  
be a good ambassador for the school.**

**We have read this together at home and school and talked about what it means.**

**Signed ..... (Pupil)**

**Date .....**