



# **Penn Fields School Behaviour Management Policy Inc. Statements of Behaviour Principles**

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## 1. Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, inclusive community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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**

## 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 founded 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

Penn Fields School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting desired behaviours.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing unacceptable behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers/guardians.
- Developing relationships with our pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the Penn Fields School policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can feel safe, valued and able to achieve to the best of their ability.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Pornographic images

- Any article a staff member reasonably suspects has been, or is 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 repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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
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.

The school's response to bullying begins before a child is bullied. We take a proactive approach and endeavour to prevent bullying through better understanding and proactive intervention methods. School staff members proactively gather intelligence regarding potential situations that may lead to bullying. These situations are dealt with swiftly and effectively. Staff are trained to look for common indicators that a child is being bullied, which may include:

- Unexplained injuries.
- Lost or destroyed clothing, books, electronics or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating.
- Appearing tired and distracted in class, often due to difficulty sleeping.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Feelings of helplessness or decreased self-esteem.
- Self-destructive behaviour such as running away from home, harming themselves or talking about suicide.
- Displaying signs of stress or anxiety.

Once a member of staff has identified a potential victim of bullying, whether through spotting the signs or through a report, the following process will be followed:

Incidents will be reported to the the School Welfare Manager who will investigate the incident, set appropriate sanctions for the perpetrator, and inform the appropriate SLT members. The incident must be recorded on My Concern and parents will be informed.

## **5. Roles and responsibilities**

### **5.1 The governing board**

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

The governing body 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 body, 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
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on My Concern

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child 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

## **6. Pupil code of conduct**

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff 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 when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **7. Rewards and sanctions**

The school acknowledges all the efforts and achievements of children, both in and out of school. We record information regarding pupil achievement in and out of school, for example, attendance, sports, music or swimming certificates etc.

### **7.1 List of rewards and sanctions**

Positive behaviour will be rewarded with:

- Staff reward pupils with Dojo's
- Staff praise children for good behaviour and manners.
- Staff give children stickers
- Individual class groups have visual behaviour charts appropriate to the needs of the children
- Children take good work to show other members of staff.
- The school informs parents of excellent work and behaviour through postcards or phone calls home and through the use of Pinq.
- We hold 'Good Work' assemblies where children's work and behaviour is recognised. We have certificates for 'Worker' and 'Star Dojo' every week and their name is recorded in the 'Golden Book'. At the end of every half-term the star Dojo and 'worker' for both upper and lower school are rewarded with a gift voucher. Across school we also have VIP (very important person), a pupil from each year group is identified and at the end of each term and together they are awarded with an activity.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher prompts him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down, and is in a position to work sensibly again with others.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, or hurts another pupil, the class teacher informs a Senior Leader and the teacher or TLSA records the incident on My Concern and the child receives an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

See appendix 3 for sample letters to parents about their child's behaviour.

## **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.

## **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 child protection policy for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

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

## **8. Behaviour management**

It is the responsibility of the class teacher to ensure that appropriate rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher and support staff treat each child fairly and enforces the classroom code consistently. Staff treat all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents in the normal manner. They follow the school policy giving a child an appropriate warning. If behaviour does not improve the Phase Manager or member of the SLT are sent for. All incidents are recorded on the My Concern.

The class teacher discusses appropriate behaviour with each class. Penn Fields School has school rules, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class or they may be addressed in assembly time.

The school welfare officer liaises with external agencies, as necessary, to support and guide the progress of each child. She may, for example, discuss the needs of a child with a social worker or Inspire (CLDT). Class teachers are kept fully informed of any action taken. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. Teachers may contact a parent if there are concerns about the behaviour or welfare of a child. A discussion with the welfare officer should take place prior to any phone calls being made.

## 8.1 Managing Pupil Behaviour Positively'

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may 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
  - High quality teaching & learning well matched to individuals.
  - An exciting & engaging curriculum based on personalised learning.
  - An understanding of the impact of special educational needs on pupil's learning and how this is supported by a comprehensive CPD.
  - A total communication environment.

## 8.2 Physical restraint

Teachers in our school do not hit, push or slap children. All staff are Team Teach trained. The actions that we take are in line with government guidelines on the restraint of children.

In some circumstances, staff may use reasonable force to restrain a pupil 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

### 8.3 Confiscation

**Any prohibited items (listed in section 3) found in pupils' 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 senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### 8.4 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 **will** be differentiated to cater to the needs of the pupil.

The school's welfare officer 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 Inspire community Learning Disability Team, 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 support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 8.5 Fixed-term and permanent exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents/carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee, which is made up of three members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was

excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

## **9. 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.

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.

## **10. 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.

A staff training log can be found in appendix 2.

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full governing body at a minimum of 12 months. At each review, the policy will be approved by the headteacher and governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection policy
- Anti-Bullying Policy
- E-Safety Policy
- Managing Safeguarding Allegations Policy

## **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, 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 actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

**Appendix 2: staff training log**

<b>Training received</b>	<b>Date completed</b>	<b>Trainer/training organisation</b>	<b>Trainer's signature</b>	<b>Staff member's signature</b>	<b>Suggested review date</b>

**Pupil Risk assessment.**

**Conducted by:**

**Name of pupil:**

**Class:**



**Date:**

Factor / Hazard	Control measures	Risk L/M/H	Actions required	Action by & date
		H		
		M		
		M		

Reviewed Date:

Signed: