



Behaviour Management Policy

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Statutory policy	Yes
On school website:	Yes

Behaviour Management Policy

Introduction

All staff have been involved in the creation of this policy and have been provided with training and advice in relation to its operation. New staff are informed of the contents as part of their induction.

Behaviour management should be an integral part of the curriculum which teaches appropriate and relevant social skills to all pupils, thus allowing them to participate fully in the life of their home, school and community.

We expect all children to have a happy, secure and caring learning environment in which to operate and respect themselves and other people, the school building and environment. *[CRC Article 29 Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.]*

Our principles for promoting good behaviour are the foundation for our mission statement which has at its heart the respect and responsibilities that we promote and expect of all children.

At Peel Park we are committed to offering our pupils the highest possible quality of education.

We want our children to:

- *develop imagination and creativity*
- *acquire skills and abilities*
- *have a love of learning.*

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible and well-mannered citizens.

Aims

- To ensure the safety and wellbeing of each child
- To protect each child from self-inflicted injury or abuse
- To divert children from inappropriate behaviour

- To teach children to have self control and subsequently to take responsibility and be accountable for their own actions
- To teach children that actions and choices have consequences
- To allow children to develop and demonstrate positive abilities and attitudes
- To define acceptable standards of behaviour
- To ensure the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy

Rights & Values of staff and Children derived from UNCRC

1. **To be fairly treated** [*Article 2 - ...whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from*]
2. **To have respect** [*Article 29 ... It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.*]
3. **To be safe** [*Article 19 - children are protected from all forms of violence.*]
4. **To be heard** [*Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*]
5. **To be able to learn and teach without unnecessary interruption** [*Article 28 - every child has a right to an education*]

School Ethos

The rights and aims are best achieved in an atmosphere which allows each child to give their best (both in the classroom and in extra curricular activities) and are encouraged and stimulated to fulfil their potential. This in turn demands that a positive approach exists, encouraging good attitudes, rewards and praise and setting a good example.

These considerations emanate directly from the Mission of the school and provide a broad framework out of which guiding principles are drawn so that staff can guide their practise where specific procedures do not exist. **The following principles are generated from other policies that already exist in school and link specifically to this policy:**

(Health & safety policy, safeguarding policy, attendance policy, learning and teaching policy, home-school agreement, single equalities policy and anti-bullying policies.)

- All pupils are required to accept responsibilities and develop qualities of initiative and persistence.

- We encourage critical self-evaluation and self-awareness through identification of strengths and areas to develop and to appreciate and evaluate the behaviour they admire in others.
- Opportunities for success are available for all pupils through systematic encouragement and the recording and acknowledgement of a variety of achievements thus developing a sense of pride in all they do leading to enhanced motivation through increased self-esteem.
- Pupils are expected to show respect for the differences in others and their rights, leading to tolerance and respect for others and their feelings. *[Article 29]*
- Pupils are expected to promote, through example, honesty and courtesy.
- We stress the importance of pupils working co-operatively, sharing equipment, space, ideas and skills.
- All pupils should recognise the need for an accepted social behaviour, knowing what is considered right or wrong, and being encouraged to set personal standards of behaviour and self-discipline.
- All pupils are of equal value and to be treated equally, regardless of gender, disability and ethnicity. *[Article 2]*
- We instil in our pupils the values of care and respect for the environment and the school buildings and any materials therein.
- Attitudes are to be developed that reflect independence of thought on social and moral issues. *[Article 14 - every child has the right to think and believe what they want ...]*
- A sense of fair play is promoted, including the processes of the law and the rights of others.
- We aim to lead pupils to value democracy and its associated duties, responsibilities and rights.

In order for high standards of behaviour to be apparent, a **consistent** approach from **all** staff is expected towards **all** children at **all** times. A clear code of conduct is agreed and supported by a balanced combination of rewards and sanctions within a positive family atmosphere. *[Article 28 - Discipline in schools must respect children's human dignity]*. Shared understanding concerning behaviour management exists in school with agreement that curricular objectives cannot be met if they are impeded by poor discipline.

School Expectations (Rules)

At school we must work towards standards of behaviour based on the basic principles of **honesty, respect, consideration and responsibility**. It follows that accepted standards of behaviour are those that reflect these principles.

General school expectations have been created through consultation with the children and are discussed and displayed in classrooms and around school. They are as follows:-

1. Always treat others as you would like to be treated yourself
2. Be polite and well-mannered to everyone
3. Always try your best
4. Keep our school safe and tidy and treat everyone and everything with respect
5. Always walk respectfully in school

In producing these expectations there has been an emphasis on the positive and involve the rights and responsibilities of the child. [Article 12] They are designed to make clear to the children how they can achieve acceptable standards of behaviour. These form the basis for classroom expectations, which are negotiated by the children at the beginning of each year. They should be:

- Clear and concise
- Positively stated, telling the children what to do rather than what not to do
- Everyone involved is actively encouraged to take part in their development
- They are made explicit to all
- They are consistently applied and enforced
- They promote the idea that every member of the school community has responsibilities towards the whole

These too should be prominently displayed and **signed by the children**. Acceptance and ownership of these expectations (by both teachers and children) in addition to consistent and fair application of them are crucial to the success of this policy.

(See appendix for playground expectations)

Positive rewards system

The emphasis is always on the positive approach of encouragement and praise rather than on more negative ones of criticism and punishment. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise

for behaviour should be as high as for work. Recognitions of team points and certificates are presented regularly and publicly in Awards Assemblies.

Praise can and should be given in many ways and the following constitutes agreed approaches used in school without defining any value order:

Post cards/letters home/texts

Stickers & charts that build up to a prize

Dojos

Team points

Earn minutes towards a reward e.g. time on laptops

Raffle tickets put towards a reward

Stars

Happy faces

Badges

Rubber stamps

Certificates

Being the first in line

Playing with a special toy/choosing a toy/free choice

Sitting next to the teacher on a special chair/cushion

Soft toy/Charlie the monkey - goes home with the best behaved child

Using the teacher's equipment

Choosing a story to read

Listening to a story on a CD or online

A position of responsibility

Helpers

Show work to others (Classes) and previous teacher

Smiling

A nod

Thumbs up

Verbal acknowledgments e.g. "Good listening", "Good sitting"

Saying "Thank you", saying "I like that", "You waited really well", "Nice playing" - drawing specific attention to the desired behaviours etc

Read Write, Inc strategies e.g. pixie clap, "Yee Ha!"

Informing parents - letters home from Head teacher and class teacher

Treats

Awards boards in class e.g. best helper, best in music, best in PE etc

Pupil of the week board

Always child

Star certificates/assembly

Class certificates to take home

Display of "good work"

Star tables awards/table points

Class responsibilities

Written praise in books

Share work with Head/Deputy/Team Leader

Golden time in KS1 - educational focus

Class reward (once per half term - something all class aims to achieve)

Marbles in a jar/matchsticks etc

Send good work home for parents to see

Chances box

Top Table

Choose a child in secret who becomes the superhero for the day - children guess who it was by their behaviour

In Key Stage 1 behaviour management systems operate to promote good behaviour. At the beginning of each day, each child starts on the indicator of a positive start. If a child is warned about their behaviour and this doesn't have the desired effect, names are moved accordingly. The visual nature of this system means that is easy to see at a glance who in each class is making the wrong choices and therefore visitors to class may remark with disappointment about what has happened or even congratulate a class where all children have remained in the positive. Children can earn the right to move back into the positive too.

In Key Stage 2 each class teacher decides on a positive reward system e.g. marbles in a jar given for good behaviour as a whole class system. The reward for the class is to be negotiated as a special and significant treat. Team Leaders should be consulted on identifying the reward to ensure a consistent approach across KS2. These rewards should not take place more than once per half term and do not include films which are not linked to their current curriculum coverage.

Consequences & Restorative Approach

We recognise that positive factors alone do not eliminate all anti-social behaviour. Poor behaviour can often reflect and stem from personal problems or difficulties. To punish poor behaviour and not look for the reasons behind it will only have a short term effect and will not provide a lasting solution. Any criticisms or punishments should **always address the unacceptability of the behaviour** rather than the person so that self-esteem remains intact i.e. **"That was a silly thing to do"** rather than, **"You silly person"**. [Article 28]

Restorative approach

This approach is based on the principles that we need to listen to children, allow them to explain reasonably, what has happened and give them an opportunity to restore the situation. All staff have been given training on this approach to dealing with an incident and have the procedures clearly explained for ease of reference on their lanyards.

The approach for the harmer is as follows:

What happened?

What were you thinking at the time?

What have you thought about since?

Who was affected?

How were they affected?

What do you think you need to do to make things right?

The approach for the harmed is as follows:

What happened?

What were you thinking at the time?

What have you thought about since?

How have you and others been affected?

In what way?

What do you think needs to be done to make things better/right/to help you to move on?

Sanctions

We recognise that sanctions are still crucial to register disapproval of unacceptable behaviour, breaking of school expectations (rules) and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful consequence.

The use of sanctions at Peel Park is characterised by certain features:

- Consequences must be proportionate and reasonable taking into account the age, SEN and disability of the child and any religious requirements affecting them
- Everyone involved should know why the sanction is being applied and the reasons explained clearly, usually after a warning
- Required changes in behaviour are set out to avoid future punishment
- Group punishments are avoided as they breed resentment
- There is a clear distinction between minor and major offences
- **It is the behaviour rather than the person that is punished**

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Team Leaders, and then Deputy Head teacher, leading ultimately to the Head teacher. Parents are routinely informed of any instances of serious poor behaviour. The last resort would be an exclusion if the behaviour was considered to be extremely serious in nature. (See specific stages and consequences)

All sanctions used in our policy take into account legislation regarding disability, SEN, race and other equalities and human rights. The Head teacher extends the power to discipline pupils to some adult volunteers who have been properly briefed and where a child may put their own safety and that of others at risk on a school trip.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures take place to eliminate these as contributory factors. We also consider whether the child may be subject to suffering emotional or physical harm, in which case the safeguarding policy is consulted. If the behaviour is due to the child's unmet needs a multi-agency assessment will be considered. Additional specialist help and advice from the educational psychologist or Pupil Access Team may also be necessary.

In extreme situations where the good order of the school and learning of other pupils is being harmed the Governing body have the power to direct a pupil off-site for education to improve his/her behaviour.

Restorative Justice

The Reflective Room is one of the sanctions open to use in school. We only use detentions at playtimes or lunchtimes when stages 2 and above have been reached. Parental consent is not required for detentions and all staff are expected to act reasonably in allowing the pupil eat, drink and use the toilet.

If children reach stage 3 of the 5 Staged Approach for any reason over the lunch-time break they will be taken to the Reflective Room to sit with the Head teacher or Deputy Head. During the session they will be asked to reflect on what has happened and how they made others feel and asked to repair the relationship with the other person or persons. If a child is in the Reflective Room for 9 times over a term this will result in a week's exclusion over lunch-time. Parents will be expected to make arrangements for their child over this period.

Exclusion

The Head teacher decides whether to exclude a pupil, for a fixed term or permanently, in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against that of the whole school community.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review an exclusion decision in certain circumstances which includes all permanent

exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

Sanctions applied to conduct outside the school gates

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises.

This school will not accept any bad behaviour that occurs anywhere off the school premises and is witnessed by a staff member or reported to the school and sanctions will apply as detailed in the Five Staged Approach. The types of behaviours and when they occur which are covered by this policy include:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- Inappropriate use of online activity/social media (refer to Online safety policy and AUP)
- In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

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

Confiscation of inappropriate items (refer to Searching, screening and confiscation document in safeguarding portfolio)

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

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

Confiscated items are usually kept safe by the teacher in their drawer/cupboard e.g. mobile phones must be handed in to the teacher. Other items - if being used to distract learning or impact on behaviour can be taken off a child by a teacher. Normally these are returned to a pupil at the end of the day or that week.

2. Power to search without consent for 'prohibited items' including:
 - a. Knives and weapons
 - b. Alcohol
 - c. Illegal drugs
 - d. Stolen items
 - e. Tobacco and cigarette papers
 - f. Pornographic images
 - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
 - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Any confiscated items from the above list should always be handed to the Head teacher.

Weapons and knives and extreme or child pornography must be handed to the Police. Otherwise it is for the teacher to decide if and when to return an item, or whether to dispose of it.

Five Staged Approach

As a school we have identified a five-staged approach to managing behaviour so that all are clear on what sanctions are available and appropriate to the increasing serious nature of incidents. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is vital that the sanction is not out of proportion to the offence. **It is also very important not to reach the ultimate sanction too soon so that the school is forced into a position of taking extreme measures through a lack of alternatives.** Likewise it is important that all staff avoid idle threats and statements that leave them or senior staff little room for manoeuvre. Any sanctions employed should be carried out in a fair manner.

This staged approach is available in the class teacher's year book.

The Five Staged Approach to Managing Behaviour

Stage 1	Examples	Consequences
<p>Low level inappropriate behaviour Isolated occurrences</p> <p>Class Teacher</p> <p>Keep notes in planner</p>	<p>Name calling Running Shouting Pushing Discourtesy Minor damage Minor classroom disruption Over aggressiveness</p>	<ul style="list-style-type: none"> ➤ A look or a quiet word to establish what happened ➤ A warning with clear boundaries ➤ Time out within the classroom (time should be age appropriate)
Stage 2	Examples	Consequences
<p>Low level inappropriate behaviour Frequent occurrences - 3 times or more within a week Use your personal knowledge of the child Class Teacher or other team member</p> <p>CPOMS Inform parents - Class teacher low level</p>	<p>All of the above Rude gestures</p> <p>Low level incidents above but they become repeated over time</p>	<ul style="list-style-type: none"> ➤ Discuss with child why this is happening ➤ Liaise with previous teacher ➤ Check CPOMS ➤ Move the child ➤ Miss a break time or lunchtime in class ➤ Home - school liaison book ➤ Refer to support strategies below
Stage 3	Examples	Consequences
<p>Serious inappropriate behaviour Isolated occurrences Use your personal knowledge of the child</p> <p>Class Teacher or Team Leader</p> <p>CPOMS Inform parents - Class teacher or Team Leader</p>	<p>Pre-meditated theft Serious aggression Serious verbal abuse Rude gestures Racial incidents Destructiveness Inappropriate use of social media/phone (isolated case)</p>	<ul style="list-style-type: none"> ➤ Miss a break time or lunchtime in class ➤ Home - school liaison book ➤ Withdraw privileges (clubs or sporting events) ➤ Racist incident form ➤ Confiscate items until end of day
Stage 4	Examples	Consequences
<p>Serious inappropriate behaviour Frequent occurrences Use your personal knowledge of the child</p> <p>SLT or DEPUTY HEAD</p> <p>CPOMS Inform parents - SLT or Deputy Head</p>	<p>Pre-meditated theft Serious aggression Serious verbal abuse Racial incidents Destructiveness Repeated misuse of social media/phone Persistent classroom disruption All forms of bullying</p>	<ul style="list-style-type: none"> ➤ Miss a break time or lunchtime with SLT ➤ Withdraw privileges (clubs or sporting events) ➤ Racist incident form ➤ Confiscated items to be collected by parent ➤ Internal exclusion ➤ IBP/pastoral plan ➤ Short term exclusion ➤ Involve other agencies
Stage 5	Examples	Consequences
<p>Very serious inappropriate behaviour</p> <p>HEADTEACHER</p>	<p>Pre-meditated theft Violent physical assault Serious and wilful vandalism Misuse of drugs</p>	<ul style="list-style-type: none"> ➤ All of the previous ➤ Parents meeting ➤ Exclusion ➤ Involve Police or Prevent

Involvement Children's Social Care Inform parents - HEAD	Sexual behaviour or assault Threats or inappropriate use towards adults on social media Weapons of any description in school	
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SUPPORT STRATEGIES		
Learning Mentor Behaviour plan	ABC observations Reward charts	SENCO CAF/TAF

ABC Approach

This approach is detailed in an additional handbook. The analysis involves trying to determine the antecedents that are the triggers for the undesirable behaviour in order to attempt to reduce the trigger points.

Particularly disruptive children (KS2)

Always follow up issues that count "if you carry on talking I want to see you at playtime" - do it. (If they're sorry and apologise - let it go.) Follow up with an emphasis on certainty - "I know you want to be outside with your friends but I need to talk to you about your behaviour..."

Give the child the right to reply [Article12]

- Use Gentle mirroring - show them what they typically do - ask permission - "Do you mind if I show you what it looks like when you ..." - (Don't over enjoy this - try to avoid scoring points)
- Then goal disclosure - With supportive tone , "I think that you do it because you want others to notice you.." or "Could it be that you want to get back at..." - most stay silent or grin. If say "No,"- ask for reason, and then suggest this is why. Sum up "I thought that's why you do that." Children who say "Don't care" - reply that you care.
- Come up with a plan for their behaviour.
- Then model/demonstrate this behaviour so that they can see what it looks like - e.g. put hands up if constantly calling out
- Get child to rehearse with you (model and rehearse how to handle bad days)
- Ensure all other teachers support the plan (and parents)
- Give thoughtful descriptive comments/feedback e.g. remember your plan - you kept to it - that's right - record and tick- leads to a reward

Always work to repair and restore relationships. Separate amicably.

Pastoral Care

Pastoral care is the responsibility of each teacher and counselling is mainly of an informal nature. Prompt praise for good behaviour or checking of behaviour are important steps but should also extend to the deliberate attempts to build up an understanding of and relationship with the child which will make discussion of attitudes and criticism more acceptable. This should also provide awareness of underlying problems. Team Leaders play an important part in monitoring behaviour and providing counselling for children in their teams. A hierarchical approach exists in the involvement of the Deputy and Headteacher, dependent on the serious nature of the problem. Close relationships are maintained with the external support services such as Educational Welfare and Educational Psychologists. Referral is usually made by the SENCO. Children who display poor social skills or inappropriate behaviour, may have access to the Nurture Group where these issues can be addressed.

Serious Incidents (Stage 5) are recorded for instances of persistent or serious inappropriate behaviour. The child's CPOMs record is completed as a chronology of events.

Weekly pastoral meetings allow opportunity for any concerns about children to be brought before the staff so that appropriate action can be taken. The Senior Lunchtime Supervisor ensures records of incidents that happen over the lunchtime are also recorded on CPOMs and ensures that teachers are kept informed.

Classroom management

Boredom, lack of challenge, lack of understanding and lack of progress are major reasons why children misbehave. It follows then that we must ensure the provision of a relevant and inspiring curriculum. Motivating teaching methods that pay attention to the variety of learning styles are crucial. Well-prepared, stimulating lessons generate good behaviour and earn respect. A positive working atmosphere can be achieved through:-

- Letting children know your expectations, aims and success criteria for the lesson
- Encouraging learning risks

- Keeping everyone interested and engaged by providing worthwhile and challenging tasks
- Keeping everyone engaged by ensuring pace is brisk and not keeping children seated and listening passively for long periods
- Motivating and extending pupils
- Recognising children who are getting it right and "broadcasting" success
- Ensuring appropriate resources are available and accessible
- Seating plans that encourage enable whole class teaching, group work, can be easily monitored but equally are conducive to sustained concentration
- The classroom is attractive, clean, tidy and well labelled
- Marking work with the children when possible (so avoiding queues, lines, crowds)
- Monitor what is happening by mobility (visit working groups rather than keep calling for quiet)

Pay special attention to beginning and ending of session. Greeting everyone in the morning is important to gauge responses and set the scene for the day. Concluding lessons/the end of the day/dismissing children should also be very orderly. (See learning and teaching policy)

SEAL, Nurture & Forest Schools

Weekly SEAL/PSHE lessons and whole school assemblies and themes are used to promote consistent positive behaviour management strategies and approaches. For children who are especially vulnerable or unable to cope successfully in class we provide nurture groups in Foundation and KS1. We also identify those children who would benefit from Forest School provision to improve social, team working skills and self-esteem in Fdt, KS1 and KS2. Children are referred by class teachers. Children graduate from Nurture once they have achieved milestones in development. Parents and carers are fully involved in nurture & forest school programmes. Parents are also invited to attend SEAL assemblies.

Circle Time

Circle Time is a strategy employed in school on a regular basis in order to explore relationships, encourage children to take responsibility for their own behaviour and share achievements, successes and concerns with the class. All individuals in the group are seen as equal and rules for the successful operation of the group are kept to a minimum i.e. no one to speak unless holding a specific object. Children are encouraged to think more about the effects their behaviour has on others and to share responsibility in creating a better learning and caring atmosphere. *[Article 15 - Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights]*

Clubs/out of school activities

The provision of games, music and craft clubs offers opportunities to use practical and artistic talents in organised activity. In addition an annual residential visit takes place for Y5 and Y6 pupils.

Lunchtime

Staff are to retain control of their class until transfer over to lunchtime staff. Once the lunchtime bell is sounded, staff should go out and bring their class inside. All staff have a responsibility to respond to incidents that they see and to offer support to lunchtime staff when necessary. Senior staff are expected to take a high profile during lunchtime, particularly at the beginning of the dinnertime. The Captain's table is a useful strategy for teachers to award for rewarding good behaviour at lunchtimes in KS1. KS2 operate a similar system rewarding children with hot chocolate and a biscuit. The weekly trophy is awarded to the classes nominated by the lunchtime supervisors.

Low-level incidents should be dealt with immediately by the welfare assistants on the yard or in the classroom and follow the school's **five staged approach to behaviour management system**. Children will be spoken to positively and encouraged to change or stop their poor behaviour. Any serious incident should be referred directly to the Senior Welfare Assistant who will investigate and make the decision whether the child should be withdrawn from the yard and referred to a member of the SLT. The welfare staff should pass on any serious concerns to the class teacher.

Play times [Article 31 - every child has the right to relax, play and join in a wide range of cultural and artistic activities.]

There are equipment, Playground Leaders (who organise structured activity at lunchtimes), zones for activities, friendship benches and quiet areas provided. Lunchtime staff are receiving training in organising games and utilising the sports markings.

Playground Pals are also in place. These children are trained to help children on the playgrounds by providing friendships, advice, listening, support and simple conflict resolution skills. They are also trained to provide planned activities for the younger children to join in with.

Power to use reasonable force

(See more detailed guidance in Care and Control Policy)

- Adults should not use physical contact when moving a child from one place to another as part of a sanction. If physical restraint is necessary for the safety of the child or others, the correct forms must be completed and scanned into CPOMS.

- Teachers will physically separate pupils found fighting or if a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed.
- We make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).
- Schools do not require parental consent to use reasonable force on a pupil

Parental involvement

Close co-operation with parents has already been referred to as the most effective and desirable way forward in dealing with problems. The school promotes a partnership approach to learning with parents and the school aware of their responsibility as part of a two way process. It is important that for any pupils causing concern all parties working with the child should be made aware and the steps that are taking place to address the behaviours.

Before children start at Peel Park, parents are made aware of the expectations in terms of support for the standards of behaviour expected. The school details its standard of behaviour in the **Home-school agreement**. Parents are expected to sign this following their child's admission to the school. Parents will also be reminded of this annually on the school's **Parent App**.

Roles & Responsibilities

- **Governors**

The **governing body** is responsible for setting general principles that inform this behaviour policy. The **governing body** must consult the **Head teacher, school staff, parents and pupils** when developing these principles. The governing body are also aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

- **Head teacher**

The Head teacher is responsible for developing this behaviour policy in the context of this framework. She decides the standard of behaviour expected of **pupils** at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The overall behaviour policies include measures to prevent all forms of bullying, including online bullying, among **pupils**. **The Head teacher** publicises the school behaviour policy, in writing, to **staff, parents and pupils** at least once a year. It is included on the school website and is reviewed annually prior to publication.

- **Teachers, teaching assistants and other paid staff**

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline **pupils** whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. **Teachers, teaching assistants and other paid staff** with

responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

- **Parents**

Schools are required to have, and to ask parents to sign, a Home School Agreement that outlines the responsibilities of the **parent** and the **school**; including those around behaviour and attendance.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. For school-registered **pupils** or those attending Pupil Referral Units (PRUs), **parents** must ensure that their child attends punctually and regularly. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may issue a penalty sanction of £60 (rising to £100). The **local authority** may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the **pupil** himself/herself. **Parents** have a clear role in making sure their child is well behaved at school. If they do not, the **school** or **local authority** may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the **school** or **local authority** may issue a penalty sanction of £60 (rising to £120). [These have been increased as of 1st Sept 2012]

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion.

Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school. Failure to attend may make it more likely that the **local authority** will apply for a Parenting Order.

Complaints procedure

We encourage all parents to make known any concerns early to the class teacher so that emerging issues can be easily resolved. However, if any parent has a serious complaint they should make it known to the head teacher. The school will always give serious consideration to concerns or complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints we will ensure that they are dealt with effectively and with fairness to all parties. Most complaints can be dealt with and resolved informally and the Governors have adopted a formal complaints policy and procedure for dealing with complaints that can go to a more formal stage

to be resolved if needed.

The procedure is devised with the intention that it will:

- Usually be simple to use and understand
- Usually be possible to resolve problems by informal means
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly through the correct procedure
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur

Complaints or allegations made against members of staff will be dealt with swiftly and fairly and be appropriately investigated

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true - it is not for the member of staff to show that he/she has acted reasonably.

Our Governing body will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against a teacher.

As employers, schools and local authorities have a duty of care towards their employees.

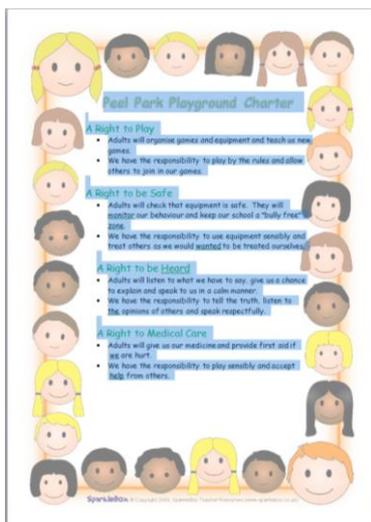
Monitoring & Evaluation

This policy is monitored each term by the SLT and reports are made to the Governing Body. Evaluation of this policy also informs the school Self-evaluation document

Playtimes KS 1



Playtimes Lower KS2



Playtimes Upper KS2

Peel Park Playground Charter for Y5/6

ADULTS WILL:	CHILDREN HAVE A RESPONSIBILITY TO:
THE RIGHT TO PLAY AND TAKE PART	
Provide a variety of activities and organise a timetable.	Play by agreed rules and have a good sporting attitude.
Join in with the games and model how to play fairly.	Allow other children to join in and take part.
THE RIGHT TO BE SAFE	
Check that equipment is safe.	Use equipment sensibly.
Prevent bullying and define suitable situations.	Report any bullying.
Question visitors.	Refrain from hurting others and avoid making cruel comments.
THE RIGHT TO BE HEARD	
Listen to all points of view.	Tell the truth.
Speak calmly and with respect.	Listen to others.
Give children a chance to explain.	Speak respectfully to others.
THE RIGHT TO MEDICAL CARE	
Treat injuries appropriately and give medication when necessary.	Accept help when it is offered.