

# Aycliffe Community Primary School

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## A WHOLE SCHOOL POLICY FOR BEHAVIOUR

Signed:

Date: September 2022

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*Chair of Governors*

Next Review Date: September 2023

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## Behaviour Policy

**Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.**

- **Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.**
- **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.**
- **Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.**
- **Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**
- **Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**

### Responsibility

All adults at Aycliffe CE Primary School have a shared responsibility to ensure the implementation of the behaviour policy.

**The development of positive relationships throughout the school is central to the effectiveness of the behaviour policy.**

All adults support the development of learning behaviour through positive relationships throughout the school. All adults recognise and reinforce good learning behaviours. All adults use our positive reinforcements and sequential sanctions to support effective classroom management.

The Leadership Team is responsible for the development of the school's policy. The school uses the curriculum to support the teaching of emotional development, with a focus on developing positive relationships.

### Purpose

Aycliffe Community Primary School aims to achieve high expectations of behaviour by developing positive relationships and promoting learning behaviours in all pupils. We aim to achieve this through a whole school approach to promoting effective learning and providing pupils with systems that ensure they feel safe.

We encourage children to take risks with their learning, challenge themselves through their choice of activity, engage with the curriculum and take personal responsibility for their development.

As an inclusive learning community, our school focuses on learning and ensuring pupils are ready to learn.

Our caring and nurturing environments provide:

- Encouragement
- Recognition
- Constructive feedback
- Equal opportunities
- Development of all pupils
- Attention to individual needs

Aycliffe Community Primary School has an expectation of effective learning in all lessons. This can only be achieved through effective pupil learning behaviours and good classroom management skills. Additionally, high expectations of manners and courtesy are embedded within school.

### **School and Class Rules**

Aycliffe Community School has developed/updated school and class rules in collaboration with pupil voice. Pupils reflected on pupil learning behaviours that are important to the ethos and values of our school, as a Rights Respecting School at Gold level. The following rules were selected by pupils at Aycliffe Community Primary School in July 2022:

- We care and are helpful
- We are honest
- We are polite and courteous to staff, each other and visitors
- Respect everyone and be a role model for others
- Respect the environment and keep it tidy
- We walk sensibly in School
- We listen carefully to adults and peers
- We wear our uniform with pride
- We are punctual for school and lessons
- We try our best and work hard

### **Acknowledgement**

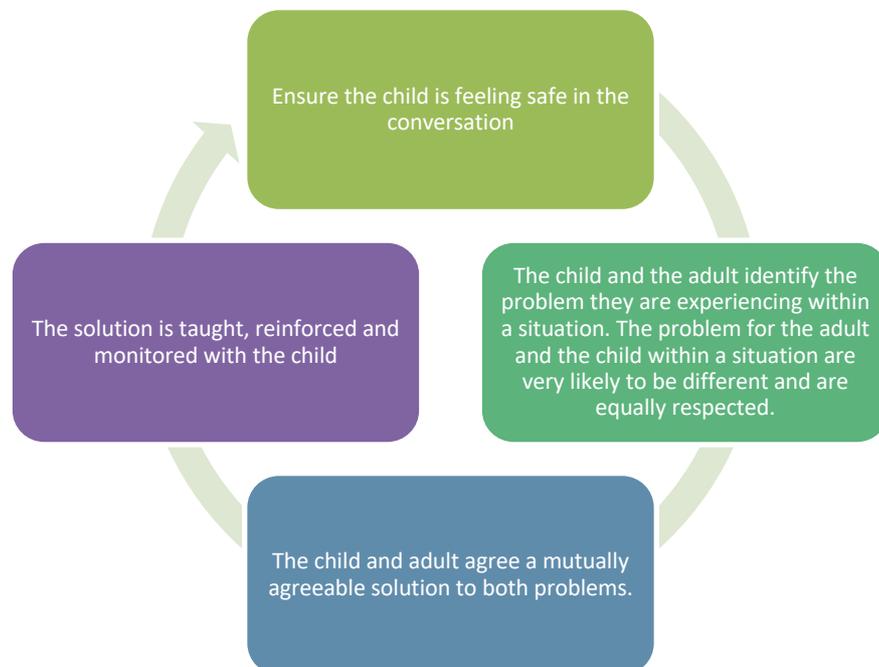
Pupils' good learning behaviours are recognised through ClassDojo points and certificates. During our weekly Celebration Assembly pupils also receive certificates recognising their achievements, which reflect the school's learning values and learning words. Every pupil in our school is entitled to 30 minutes golden time each week. The school actively seeks to make golden time special for all pupils and Pupil Panels engages in evaluating and developing golden time. There are eight engaging golden time activities, including cooking, sports and table-top games, that are promoted and selected by pupils at the start of each week. Pupils select an activity that they would like to attend at the end of the week and work towards this outcome throughout the week. Pupils can also receive headteacher stickers for good learning behaviours and achievements.

## Collaborative Conversations

All staff identify situations when pupils are experiencing difficulty, log the difficulty and identify skills or understanding the child needs to be taught.

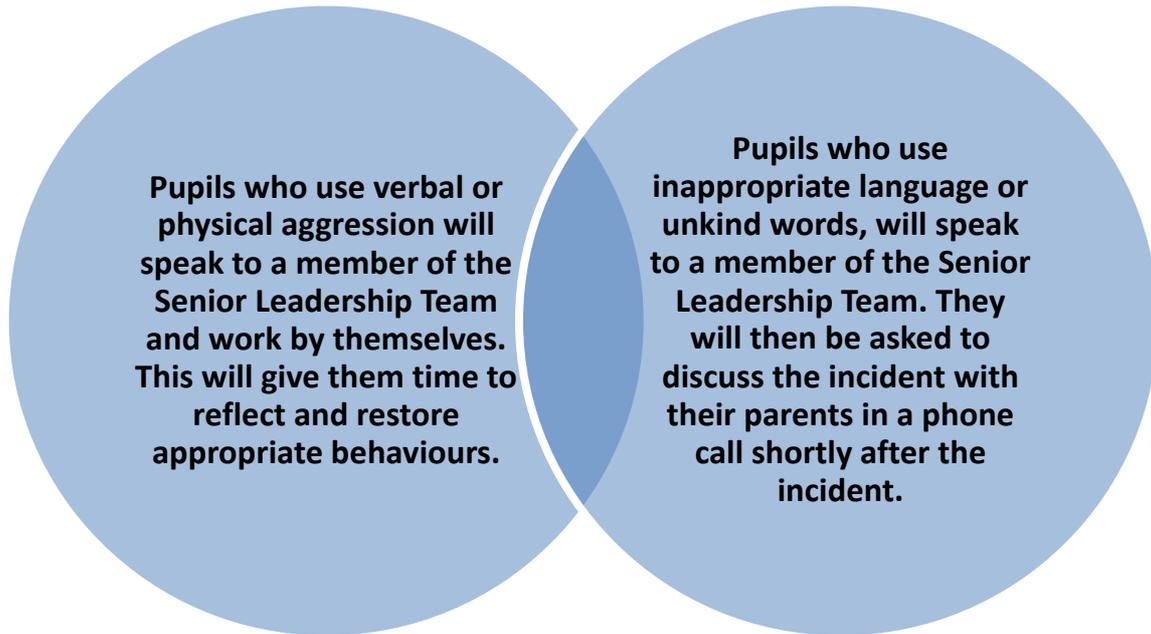
Staff engage in collaborative conversations with pupils to problem solve and change their behaviour.

A Collaborative Conversation has the following stages:

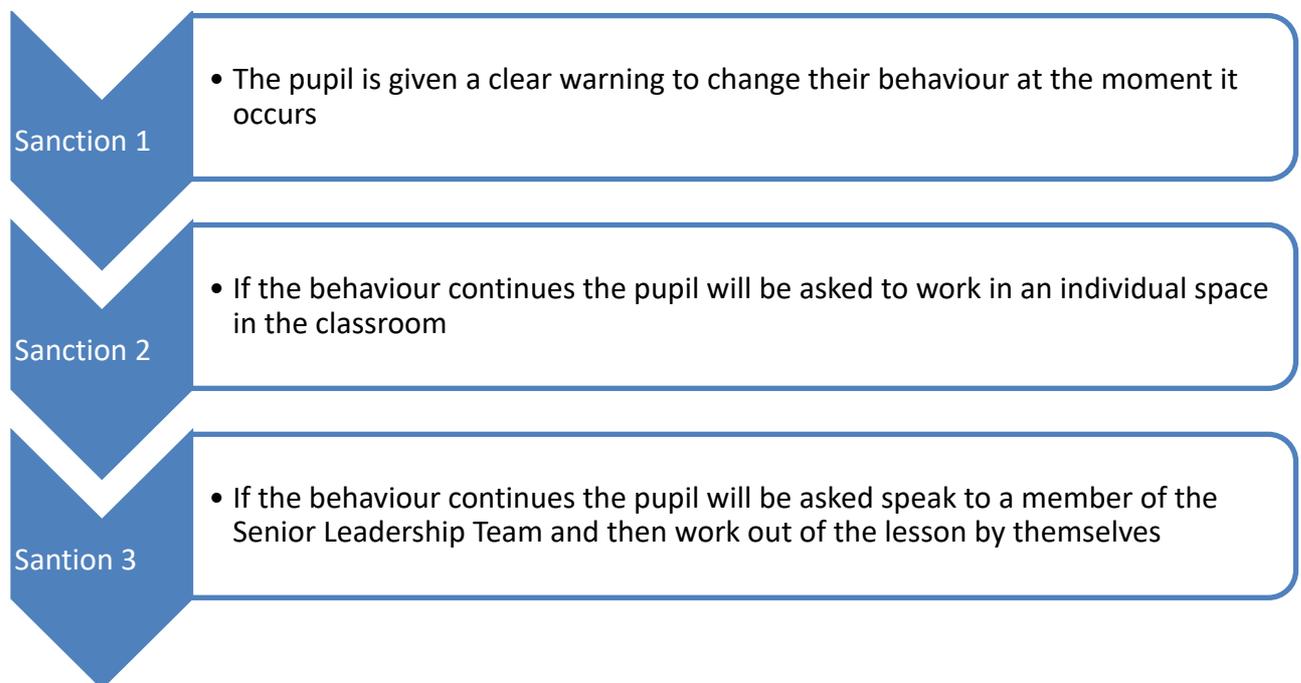


## Sanctions

Aycliffe Community Primary School does not countenance the use of any verbal or physical aggression or the use of inappropriate language.



To support classroom management the school has a clear system of sequential sanctions teachers can use to address inappropriate learning behaviours that might arise during a lesson. These sanctions are reinforced regularly and the first sanction is highlighted as the most important as pupils can change their behaviours immediately so that they and others can learn effectively. Alongside this sequence of sanctions, the child may lose minutes of their golden time; adults work with the child to re-instate these minutes at a later time.



Exclusions are used as a sanction in line with the guidance from the DfE and Kent LA. The additional sanctions would address extreme behaviours that require individual responses. This could include persistent disruptive behaviours or the refusal to follow Sanction 3.



### **Use of Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff at Aycliffe Community Primary School have a duty to use reasonable force, in the following circumstances, and in line with the DFE Guidance: *DFE Use of reasonable force Advice for headteachers, staff and governing bodies*, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff at Aycliffe Community Primary School, in considering the risks, will carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

For additional guidance, please see attached Appendix 1: *DFE Use of reasonable force Advice for headteachers, staff and governing bodies - July 2013*

## **Confiscation and Searching**

### **Confiscation**

Any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, 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) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

Aycliffe Community primary School will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search. An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy) / well-being mentor], to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g., a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Anti-Bullying

Aycliffe Community Primary School is committed to developing an anti-bullying culture where no bullying is tolerated.

Our school ensures that pupils are aware that all bullying concerns are dealt with:

- sensitively and effectively
- so that pupils feel safe to learn
- so that pupils abide by the behaviour policy

We ensure that all parents know who to contact if they are worried about bullying and know where to access independent advice about bullying. We report back to parents regarding their concerns on bullying and deal promptly with complaints.

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying could happen to anyone and may include bullying related to race, religion or culture; bullying related to learning difficulties or disability; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist, sexual and transphobic bullying.

The children are encouraged to use the three 'STOPs' so that they know what to do about bullying.



Pupils are encouraged to use the worry boxes in each classroom to raise any concerns with teachers. Pupils who bully will receive a sanction appropriate to the school's behaviour policy.

Additionally, the school will use a variety of techniques to resolve the issues between those who bully and those who have been bullied. This would include actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Our school considers all opportunities for addressing bullying including through the curriculum, through displays, through peer support, home & school partnerships and through pupil voice. Our schools promote STOP regularly in assemblies. We train all staff to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying. Each school works with parents and the local community to address issues beyond the school gates that give rise to bullying.

### Provision

A small number of pupils need additional provision to ensure they develop good learning behaviours. We recognise these children need to be taught skills and understanding in order to learn good approaches to solving problems in situations which they find difficult.

Our school actively creates safe spaces for vulnerable pupils. Pupils are supported at all playtimes by teaching assistants who lead play activities.

As part of the continuing professional development the staff are given training and support on promoting effective learning.

### **Collaboration with other agencies**

Aycliffe Community Primary School actively seeks support from different agencies when it requires additional advice to support collaborative problem-solving strategies. The school uses early intervention through the common assessment framework, specialist teaching service, and outreach from specialist provisions or Educational Psychologists as required.

### **Partnership with Parents**

Our school understands the central importance of good working relationships with parents to support all children and this is especially important when changing a pupil's approach to learning.

Parents, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will aim to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues. The school holds fortnightly meetings for pupils and parents working within a Pastoral Support Plan to ensure that the school and parents are working collaboratively.

### **School Transition**

On transition into and out of our school, vulnerable pupils are given extra support and guidance. This might take the form of familiarising the pupils with the expectations of their new school by forming a relationship with an adult, having additional visits or transition work with support staff. The school aims to acquire and share information that enables the planning of provision for a successful transition.

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**We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.**

Jacky Cox, Headteacher

September 2022