



Behaviour Policy

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An academy within:



“Learning together, to be the best we can be”



1. Aims

1.1 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 **recognition and consequence**

1.2 Our school aims to:

- Provide a calm, positive learning environment which is a safe and healthy environment for all
- Recognise and celebrate all successes
- Promote reflective practices
- Develop independent and confident pupils
- Create and maintain a secure and nurturing environment that allows open and honest communication
- Create resilient learners
- Create a culture whereby children and young people continue to learn life-long skills relating to their social and emotional development.

1.3 Legislation and statutory requirements

This policy follows guidelines set out in the following documents:

- Behaviour in schools. Advice for headteachers and school staff (September 2022)
- Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusion Guidance Government response to consultation (July 2022)
- The Education and Inspections Act (2006) sections 89 and 93;
- Behaviour and Discipline in Schools: Advice for Head teachers and school staff (January 2016);
- Physical interventions: a policy framework
- Positive and proactive care: reducing the need for restrictive physical interventions (2014)
- Behaviour and discipline in schools – Guidance for governing bodies (2012)
- Equality Act (2010) part 6, chapter 1
- Ensuring quality services
- School teachers pay and conditions



- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
- Use of reasonable force (2013)

It is also based on the special educational needs and disability (SEND) code of practice.

2. Rationale

- 2.1 This policy underpins our commitment to ensuring that Pennine View School is a community in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment. In its implementation of this policy Pennine View school acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disabilities (SEND).
- 2.2 This local policy falls under the overarching remit of the Nexus Trust Behaviour Policy (Jan 2023).
- 2.3 This policy is based on Team Teach methodology (<http://www.teamteach.co.uk/>) and also draws on the principles of restorative practice.

3. Functions Of Behaviour

- 3.1 All staff should aim to understand the purpose of and reason for each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with.
- 3.2 The function of a behaviour may be linked to a particular need, syndrome or disability and therefore we must ensure we do not discriminate against a child when addressing these. For some pupils the function may be very difficult to discover, often for pupils with autism spectrum condition (ASC) it may be linked to a lack of sensory integration.



4. Definitions

4.1 We have three school rules:

- Have respect
- Be safe
- Try your best

All behaviours and behaviour choices, both positive and negative, are framed in terms of these rules. Each class develops a Class Charter at the beginning of the school year based around these rules. This is an agreement made by the pupils, outlining everyone's rights and responsibilities.

4.2 Serious misbehaviour is defined as:

- Repeated and deliberate breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Intentional violent behaviour directed towards any pupil or member of staff
- Deliberate and intentional vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory, including online, behaviour
- Possession of any prohibited items. These can include:
 - 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 any pupil.

4.3 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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles And Responsibilities

At Pennine View School we all have shared responsibility for the positive behaviour management for all of our pupils.

- 5.1 The Academy Council – Pennine View Academy Council is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation. The legal governing board for the school is the Nexus MAT Board of Directors.
- 5.2 The Headteacher - The Headteacher is responsible for reviewing and communicating this behaviour 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 Senior Leadership Team - SLT are responsible for:
 - Implementing the behaviour policy consistently
 - Modelling positive behaviour
 - Providing guidance and support, when requested, to behavioural needs of pupils
 - Providing guidance and support, when requested, to class teams or individual members of staff.
- 5.4 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
 - Maintenance of Individual Emotional Support Plans and associated risk assessments ([Appendix 1](#))
 - Recording of behaviour incidents ([Appendix 2](#))



5.5 Parents/Carers - Parents/Carers 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

5.5 Pupil code of conduct

Pupils are expected to follow school rules:

- Have respect (for themselves, for others and for the school building and property, including wearing correct uniform)
- Be safe
- Try your best

6. Recognition

6.1 At Pennine View we consider that praise and recognition are important, and should have a considerable emphasis in school, giving pupils recognition for their effort in work and their positive contribution to school life. It is expected that good standards of behaviour will be encouraged through consistent application of our school values and rules. It is important that the pupils themselves become responsible for the management of their own emotions and behaviour.

6.2 Positive behaviour will be recognised with such things as:

- Specific praise
- Dojo Points
- Stickers
- Letters or phone calls home to parents / carers
- Special responsibilities / privileges
- Postcards home
- Reward enrichment activities
- Certificates



6.2 Post Incident Learning ([Appendix 3](#)) is:

- Pupil talks first and adult listens and writes - most of the talk should be done by the pupil – the adult’s role is to listen, prompt and / or explain / expand language and vocabulary to improve Oracy and communication.
- A quality discussion, this may take time – don’t accept ‘don’t know’ etc – teach pupils to be able to have these conversations – it won’t happen straight away
- Also used to resolve conflict / issues in class etc (ie even if it doesn’t need to be reported as a significant incident)
- **Focussed on the primary behaviour**– not the aftermath (this could potentially be talked about in ‘who has your behaviour affected?’ – if appropriate – after the primary behaviour)
- A response to pupil’s own descriptions of their feelings – it’s ok to feel..., we all feel... staff should **EMPATHISE**
- A **learning** process not a ‘telling off’
- A discussion about feelings - refer to feelings throughout – how they were feeling, how others might feel – ensure understanding of what different feelings / emotions mean

Sometimes, Post Incident Learning and the time spent having a discussion with staff, **is** the consequence for the initial behaviour. Sometimes other actions may be needed. We remember that:

- Punishments don’t work as punishment is a negative experience for exhibiting a negative behaviour.
- School should be a place to learn.
- Punishment makes the adult feel better but consequences support pupils to learn.
- Consequences should be natural or logical consequences in order to work effectively.
- Consequences delivered with support are more effective.
- Natural consequences are most effective.

For instances of bullying, homophobic language, sexist language, racist language the class team will spend time completing Post Incident Learning and in teaching the pupil **why** what they have done is **wrong**. Where this behaviour has been intentional and with understanding, the class team will keep the pupils in at a break time, or for part of a break time to complete this.



6.3 Some pupils require an Individual Emotional Support Plan and this is developed by the child's Class Team with support from SLT, Pastoral Team, Safeguarding Team, parents/carers and any other agencies involved.

6.4 Removal from Classrooms should only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space

Pupils may be taken to an alternative space (SLT, library or Intervention Room) during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class.

7. Malicious Allegations

7.1 Parents/Carers and pupils have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out in the 'Safeguarding Policy - allegations against staff'

7.2 The Headteacher will also consider the pastoral needs of staff accused of misconduct

8. Classroom Management

8.1 Staff teams are responsible for:

- Creating and maintaining a stimulating environment that encourages and supports pupils to be engaged
- Establishing clear routines
- Implementing the behaviour policy consistently
- Modelling positive behaviour - Children have to learn social behaviour. This means they make mistakes. Some adults see these mistakes as being characteristic of the child. WE see that it is the poor behaviour that is unacceptable – not the child
- Reinforce the message: 'We like/care for you, it is your behaviour that is the problem.'



- Always try to link positive acts of behaviour to the person: Separate the negative – Link the positive
- Remember, pupils go into crisis – they don't 'kick off'
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintenance of Individual Emotional Support Plans and associated Risk Assessments
- Recording of significant behaviour incidents ([Blue Form](#))
- Supporting Post Incident Learning
- Concluding the day positively and starting the next day afresh
- Communicating with parents/carers about behaviour concerns
- Communicating with SLT about behaviour concerns
- Providing engaging learning at an appropriate level of challenge that promotes positive behaviour for learning

9. Restrictive Physical Intervention

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

- Severe and persistent disruption
- An offence being committed
- Risk of injury to self and others
- Damage to property

9.2 When using RPI staff must always consider:

- Which approach is in the **best interests of the pupil** (taking into account medical needs, physical disabilities and sensory impairments)?
- What is a **reasonable** amount of force?
- What intervention is **proportionate** to circumstance?
- Which intervention is **necessary**?



9.3 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 ([Appendix 2](#))
- Followed up with restorative practice – discussion, reflection and strategies to prevent a reoccurrence – Post Incident Learning template is available to scaffold these conversations ([Appendix 3](#))

10. Confiscation

- 10.1 Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.
- 10.2 We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.
- 10.3 Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

11. Pupil Support

- 11.1 The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour is differentiated to cater to the needs of the pupil.
- 11.2 The school's Behaviour Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- 11.3 Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
- 11.4 When acute needs are identified in a pupil, we will liaise with class teacher and external agencies to plan support programmes for that child. We will work with parents / carers to create the plan and review it on a regular basis.



12. Pupil Transition

- 12.1 To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
- 12.2 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff prior to the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

13. Training

- 13.1 Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Staff at Pennine View are trained in Team Teach. Refresher training will be provided at regular intervals in line with Team Teach guidance.
- 13.2 Behaviour management will also form part of continuing professional development. All staff training will be logged on the school's CPD database.

14. Quality Assurance

- 14.1 Compliance with this policy will be subject to regular quality assurance by both internal (school/MAT) and external (3rd party) experts to ensure that practice is meeting the legal requirements of the Team Teach model.
- 14.2 This behaviour policy will be reviewed by the Headteacher and full governing board every year. The staff workforce will be consulted at each review period to ensure the behaviour policy continues to meet the needs of the whole school community. At each review, the policy will be sent to the Academy Council for approval.



15. Links With Other Policies

This behaviour policy is linked to the following policies:

- Exclusion policy – Nexus Multi-Academy Trust
- Behaviour Policy – Nexus Multi-Academy Trust
- Safeguarding policy
- Anti-bullying policy
- First Aid
- Supporting pupils with medical needs
- Accessibility plan
- Stress policy



Appendix 1

Pennine View School
Individual Emotional Support Plan

Name: _____ DOB: _____ Class: _____
 Date of plan: 10/06/2022 Review: 28/07/2022

Medical Information to be aware of: _____
 Home situation: _____

Notes: _____

Reasonable Adjustments: _____

Triggers: _____ Support for Triggers: _____

Type:	My Behaviour:	Strategies to try first:	Other strategies to try:	What I can do to help myself?
Low Level				
Medium Level				
High Level				

Other things I can try?: _____

Technique:	Try:	Avoid:	Notes:
Distraction			
Time Out			
Swap Adults			
Remove from situation			
Humour			
Calm talk			
Successive to calm			
Verbal advice and support			
Diversion			
Clear Directions			
Negotiation			

Limited Choices			
Tactical ignoring			
Success Reminders			
Empathy			

Preferred Physical Technique:	Try:	Avoid:	Notes:
Single elbow			
double elbow			
single elbow seated			
Square of fire			
bean bag			


Recovery Behaviour I sometimes show:	What can staff do to help me:	Other things that could be tried:	What can I do to help myself?

What interests me: _____ Likes: _____

Are there any factors to consider with Post Incident Learning: _____



Appendix 3



Post Incident Learning September 2022

Staff to scribe

Name of pupil:	Class:	
Date:	Start time:	End time:
Name of staff:		
What happened?		
How did it make you feel?		
Who has been affected and how do you think they felt?		
How were people trying to help you?		
What could be done differently next time? (by pupil, by staff)		
How can the situation be repaired?		
Signed (pupil):		

Check all boxes are completed and add to incident form before being signed off – Pass to SLT

STAFF AND PUPILS Make Copies of Pennine View Post Incident Learning Sep 2022.docx