



# Behaviour Policy



**Pennyman**  
Primary Academy

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## **BEHAVIOUR POLICY**

*Every child deserves a champion, an adult that will never give up on them, who understands the power of connection and insists they can become the best they can possibly be. (Rita F. Pierson)*

Pennyman Primary Academy promotes a high standard of behaviour and an ethos where all members of the academy are valued as individuals whether this be children, staff, parents or visitors. Relationships between all stakeholders should reflect this. The academy believes in the development of self-esteem, respect for others and self-discipline.

At Pennyman, great emphasis is placed on positive reinforcement through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. We have high regard for our children's spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for children to speak out and seek help in all aspects of their well-being. We foster an environment in which everyone feels safe, secure and respected.

Pennyman Primary Academy believes that all children, regardless of race, gender, religion, ability and disability have the right to learn in a caring, nurturing and supportive environment.

We strongly believe in our motto '**Every Child, Every Chance, Every Day.**'

This policy sets out the expectations of behaviour where staff, pupils and parents seek to create an environment, which encourages and reinforces positive behaviour and the fostering of positive attitudes. In addition, it sets out the consequences for poor behaviour, should it arise.

### **AIMS**

#### **This policy aims to:**

- Foster an environment in which everyone feels safe and secure and where each person is treated fairly and respectfully
- Promote self-esteem, self-discipline and positive relationships
- 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
- Ensure that the academy's high expectations and strategies are widely known and understood
- Prepare children for adulthood

- Promote the TEAM goals of the academy, which underpins our core values and expectations around culture.
  - We work hard.
  - We listen.
  - We are gentle.
  - We are kind, respectful and helpful.
  - We are honest.
  - We look after our own and other people's property.

### **How will we achieve our aims?**

- Praise is the key to creating a positive atmosphere where children have the opportunity to succeed
- Academy expectations that children know and understand (Appendix 1)
- Adults will lead by example and model good practice
- High expectations and a consistent approach
- Embedding our core values into everyday life at Pennyman
- Using the Pennyman citizen culture plan

More specifically children must be taught:

- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others
- To move appropriately in and out of school building

### **A positive approach to behaviour**

At Pennyman, we celebrate good behaviour by deliberately noticing children doing the right thing and praising this. Pennyman Primary Academy has a clear behaviour system using red cards based on a staged approach.

This should be used after other behaviour management techniques have been implemented, such as positive praise of others, offering the child an alternative space to work and asking for the correct behaviour.

*All children start each day with a fresh start '**Every Child, Every Chance, Every Day**'*

## **Reward system**

At Pennyman Primary Academy, we have a number of positive reward systems in place:

- Penny Points in teams
- Stickers
- Certificates
- “Champion” and “Citizen” of the Week awards
- Curriculum champions of the term e.g Reader / Writer / Mathematician/ Historian/ Geographer/ Artist
- Attendance awards for each class
- Praise, in class, in assembly or by the Head of Academy for good work or behaviour
- Wonderful Work Wednesday with the Head of Academy
- Share good work with another class or member of staff
- Parents informed of good behaviour and work- Marvellous Me and Social media
- Diamond Standard Awards
- Newsletter

As well as acknowledging and celebrating the individual efforts and successes, children are encouraged to work collaboratively as a team and gain points for their house teams. Winning teams are celebrated in a weekly, whole school assembly.

## **Classroom management**

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

They will:

- Create and maintain a tidy and stimulating environment with a curriculum that encourages pupils to be engaged, motivated and challenged
- Display the Pennyman expectations in classrooms and around the academy
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning
  - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Developing self-esteem and emotional intelligence
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Showing an interest in likes and home life

### **Consequences for unacceptable behaviour**

The academy expects every member of the school community to behave in a considerate way towards others. Any form of bullying is not tolerated. We treat all children fairly and apply this behaviour policy in a consistent but flexible way to respond to individual children's needs. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Children are taught to respect all members of our school community.

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork
- Negative attitude
- Not following academy expectations

**Serious misbehaviour** is defined as:

- Repeated breaches of the Academy expectations
- Disrespect
- Any form of bullying
- Vandalism with intent
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Swearing and spitting
- Aggressive name calling

## 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
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 games

Bullying will not be tolerated at Pennyman Primary Academy and a member of SLT will investigate all incidents and take appropriate action.

### **Class behaviour chart and consequences- to include indoor and outdoor (See appendix 3)**

Prior to being placed on a stage 1, children are given a reminder of expectations. This is at a level appropriate to each group of children.

- **Stage 1:** If children are asked to behave and ignore this then they are given a friendly reminder and the member of staff will circle a number 1 on the daily behaviour chart (see appendix 2).
- **Stage 2: Time out:** If children persist in their disruptive behaviour then they are given a second warning and the member of staff circles number 2 on the daily behaviour chart and the child misses 5 minutes of 'TEAM' time at the end of the day, copying the TEAM Goals, reflecting on their unacceptable behaviour choices.
- **Stage 3: Time out:** If a third warning is given, the member of staff circles number 3 on the daily behaviour chart and the child misses 10 minutes of 'TEAM' time at the end of the day, copying the TEAM Goals, reflecting on their unacceptable behaviour choices.
- **Stage 4: Time out:** If children receive a fourth warning, the member of staff circles number 4 on the daily behaviour chart and the child misses all of 'TEAM' time at the end of the day, copying the TEAM Goals, reflecting on their unacceptable behaviour choices.
- **Stage 5: Phase Leader:** Continued persistent disruptive behaviour will result in a stage 5 and the child being sent to their Phase Leader. The member of staff would mark a number 5 on the daily behaviour chart. They will spend the entire 'TEAM' time with the phase leader reflecting on their unacceptable behaviour choices. Parents will be informed by telephone of a stage 5 by the phase leader.
- **Stage 6: Deputy Head of Academy for Behaviour:** Further disruptive behaviour from a child will result in a 'Stage 6' and entire 'TEAM' time with the Deputy Head of Academy for SEND, Inclusion and Welfare reflecting on their unacceptable behaviour choices. This would be a child who has spent time with the Phase leader already that week. This will be followed up with a letter from the Deputy Head of Academy for SEND, Inclusion and Welfare outlining the actions to be taken by all parties. This will be recorded on SIMs by Deputy Head of Academy for SEND, Inclusion and Welfare.
- **Straight Red Card:** An instant red card can be given without going through the stages. The member of staff will mark number 5 on the daily behaviour chart. An instant red card will be issued for incidents involving aggression or severe verbal attacks on others, swearing, damaging property with intent, spitting with intent or racist comments. Parents will always be informed of a red card by a Deputy Head of Academy for SEND, Inclusion and Welfare or the Deputy Head of Academy for Teaching and Learning in their absence and a letter will sent home to explain the incident.
- **Stage 7: Head of Academy:** Further disruptive behaviour from a child will result in a Stage 7 and entire 'TEAM' time with the Head of Academy reflecting on their unacceptable behaviour choices. A meeting will be held between the parents, the child, Deputy Head of Academy for SEND, Inclusion and Welfare and Head of Academy to discuss the situation and how we can support a positive change in these behaviours. This will be followed up with a letter from the Deputy Head of Academy for SEND, Inclusion and Welfare outlining the actions to be taken by all parties. This will be recorded on SIMs by Deputy Head of Academy for SEND, Inclusion and Welfare.

Records of class behaviour charts will be monitored weekly by the Deputy Head of Academy for SEND, Inclusion and Welfare. This ensures that low-level behaviour can be tracked and monitored. The behaviour charts will be recorded on SIMs on a weekly basis by a member of the office staff. Children who are a concern will be shared in weekly SLT meetings, phase meetings and staff meetings.

If there are concerns over pupil behaviour over a sustained period of time, this will be discussed with the SENDCo (Mrs Pinchin/Mrs Hanger) and agreed behaviour strategies will be put in place. Consideration to SEND registration will also be in place in line with the academy's graduated response, with parents and the academy signing for agreement. For those children who may need further support for behaviour management, we will follow the TVEd Framework for Pastoral Care to identify the most appropriate services and/or interventions.

### **Off-site behaviour**

The academy behaviour policy may be applied where a pupil has misbehaved off-site when representing the academy, such as on an educational visit or on the bus on the way to or from the academy.

## **Personal Safety Plans (See appendix 7)**

In some cases, staff may need to manage extreme behaviours, which place the safety of stakeholders at risk. Where pupil behaviour escalates, individual safety plans will be implemented and regularly reviewed by staff, parents and the child to ensure the most effective strategies are in place to support the child. External agencies may also support this process. The Deputy Head of Academy for SEND, Welfare and Inclusion will facilitate and monitor these with those involved.

Classrooms in which children who have a personal safety plan are based will have a red triangle with the child's name on. The red triangle should be sent to the academy office who will call for a member of non-teaching SLT should assistance be required to deal with extreme behaviours. All staff in the academy will have a red and green triangle on their lanyards which can be sent to the office should any support be needed for medical or behaviour needs.

All staff are expected to support during high- level behaviour incidents, unless agreed otherwise by the Head of Academy.

## **Positive Handling**

All staff are trained in positive handling and, where reasonable and proportionate, should use these techniques to maintain the safety of pupils and staff.

### **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

After each incident requiring positive handling, an incident form must be completed and uploaded to CPOMS, including how many minutes lost learning time there was and for how many children.

(See appendix 8)

## **Isolations and Exclusions**

### **Isolation**

Isolation can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour. It is the decision of the Head of Academy or Deputy Head of Academy whether a pupil needs to be isolated, when, where and for how long. Pupils should be sent with a reflection task to complete independently and their parents are to be informed that isolation took place.

Longer-term isolation will be used in discussion with parents where a child may be at risk of a fixed-term exclusion and requires time to reflect on their behaviours.

### **Exclusions**

For serious incidents, the Head of Academy may take the decision to exclude a child for a fixed period of time.

Consideration of an exclusion will be:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

When safe and appropriate, a mutual decision between academies in the Trust may offer a Trust exclusion for a day.

The academy reserves the right to fixed term exclude any pupil without using the above consequence process. This will be a matter of judgment for the Executive Head Teacher in accordance with the DFE Exclusions Statutory Guidance document. Initially, exclusions will be for a fixed period (a period of up to 5 days) and if necessary permanent exclusion will be considered (in consultation with the academy's Trust board).

### **Exclusion for serious incidents outside of school**

The behaviour of pupils outside school can be considered grounds for exclusion. This will be a matter of judgment for the Executive Head Teacher in accordance with the DFE Exclusions Statutory Guidance document

### **Dealing with allegations towards staff**

It is extremely important that any allegations of abuse against a teacher or any other member of staff in the academy is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

Any allegations should be reported in person to the Head of Academy in the first instance who will investigate fully.

If an allegation is proved to be false and malicious, the Executive Head Teacher and Chair of Trust Board may refer to social services to determine whether the child is in need of support or has been abused by someone else.

The Executive Head Teacher will decide upon the sanction for the pupil who made the false allegation. The academy has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the academy thinks a criminal offence has been committed.

### **Roles and responsibilities**

To ensure the academy is a safe and happy environment for all, pupils, staff, parents and the Trust Board should work together to give every child the opportunity to be the best that they can be.

#### **Pupils should**

- Work to the best of their abilities and allow others to do the same
- Treat everyone with respect and understand that they are a valued part of the schoolcommunity
- Understand their role and demonstrate positive learning behaviours
- Be responsible for their own actions and for behaving in an appropriate manner
- Have a healthy self-esteem, grow in confidence and feel safe and happy

#### **Adults in academy should**

- Provide a role model, making clear the expectations of good behaviour and promoting theacademy values
- Implement the behaviour policy consistently
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Record behaviour incidents

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

#### **Parents should**

- Be aware of the academy vision and values and behaviour expectations and support the implementation of this policy
- Make children aware of appropriate behaviour in all situations
- Encourage independence and self-discipline
- Show an interest in all that their child does at school, through fostering good relationships withthe academy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

**The Trust Board should**

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

The Trust Board will also review this behaviour policy in conjunction with the Executive Head Teacher and monitor the policy's effectiveness, holding the Executive Head Teacher to account for its implementation.



**Pennyman**  
Primary Academy

# Team Goals

Resilience • Honesty • Teamwork • Manners • Kindness • Respect



**We always work hard.**

(We don't waste our own or others time.)



**We listen.**

(We don't interrupt.)



**We are gentle.**

(We don't hurt others.)



**We are kind, respectful and helpful.**

(We don't hurt anybody's feelings.)



**We are honest.**

(We don't cover up the truth.)



**We look after our own and other people's property.**

(We don't waste or damage anything.)

The 'Pennyman TEAM Goals' expectations will be displayed in each classroom and throughout the academy.





**Pennyman**  
Primary Academy

# Behaviour System

Resilience • Honesty • Teamwork • Manners • Kindness • Respect

1	Friendly reminder
2	5 minutes of 'TEAM' time
3	10 minutes of 'TEAM' time
4	All of 'TEAM' time
5	'TEAM' time in phase leaders' class and phone call home

Missed 'TEAM' time will be spent reflecting on the  
'Pennyman TEAM Goals'.

Children will write out these values in the 'Reflection' book.

6 - Anyone on a 5 more than once, will spend time with a Deputy Head of Academy for 'TEAM' time – phone call home and letter to follow.

7 - Further poor choices will mean parents meet with the Deputy Head or Head of Academy.

## RED Card

Fighting  
Spitting with intent  
Swearing with intent

Dear Parent(s)/Carer(s)

(Date)

As you are aware, Pennymans Primary Academy highly values its partnership with parents, and we like to involve you in the education of your child as much as possible. This is particularly important when problems arise, either at home or at school, so that we can understand and work on them together.

We are sorry to inform you that..... has not behaved in an acceptable manner today.

He/She.....

Consequently, ..... has received a red card on our behaviour system and has spent time with a Deputy Head of Academy.

As a parent/carer, I am sure you are disappointed to hear about this and we would be grateful if you would speak to you child about their behaviour in the academy. We thank you for your support in dealing with this.

Should you have any queries regarding this matter, please do not hesitate to contact us.

Yours Sincerely

Mr Hunter

Deputy Head of Academy



Dear Parent(s)/Carer(s)

As you are aware, Pennyman Primary Academy highly values its partnership with parents, and we like to involve you in the education of your child as much as possible. This is particularly important when problems arise, either at home or at school, so that we can understand and work on them together.

We are sorry to inform you that despite spending time with their phase leader this week, they have continued to display behaviours that are not acceptable again today.

He/She.....

Consequently, ..... has spent time with a Deputy Head of Academy to reflect on their behaviour choices and consider how they could have made different choices throughout the day.

As a parent/carer, I am sure you are disappointed to hear about this and we would be grateful if you would speak to you child about their behaviour in the academy. We thank you for your support in dealing with this.

Should you have any queries regarding this matter, please do not hesitate to contact us.

Yours Sincerely

Mr Hunter

Deputy Head of Academy



(Date)

Dear Parent(s)/Carer(s)

As you are aware, Pennyman Primary Academy highly values its partnership with parents, and we like to involve you in the education of your child as much as possible. This is particularly important when problems arise, either at home or at school, so that we can understand and work on them together.

Following our meeting today, I am writing to outline the main points raised and the relevant actions all parties need to take in order reduce the chance of further problems arising.

As a parent/carers, I am sure you are disappointed to hear about this and we would be grateful if you would speak to your child about their behaviour in the academy. We thank you for your support in dealing with this.

Should you have any queries regarding this matter, please do not hesitate to contact

us. Yours Sincerely

Mrs Stogdale

Head of Academy



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**Personal Safety Plan  
(COVID)**

Child's Name:  
Class teacher:

Date of Plan:  
Year group:

**What does the child's behaviour look like?**

**Stage 1 Green**

Proactive strategies are the 'green' part of the Behaviour Support Plan and aim to support the child to stay happy and calm. These strategies are designed to meet the child's needs without them needing to rely on challenging behaviour. This part of the plan should include any strategies that are aimed at reducing the chances that the behaviour will happen.

**Stage 2 Amber**

Early warning signs

Strategies to support

If this triggers more challenging behaviour move straight to the **RED STAGE**.

**Stage 3 Red**

Challenging behaviour occurs and we need to do something quickly to achieve safe and rapid control over the situation to prevent unnecessary distress and injury. \_\_\_\_\_ begins to show higher tension and frustration.

Assess the situation to decide if the environment may need to be made safer or help may be needed **(RED TRIANGLE)**

Behaviour includes:

**Staff will need a requisite 30 seconds to don PPE (gloves and face mask) before the positive intervention can take place.**

### What are common triggers?

(Describe common behaviours/situations which are known to have led to instigation of Behaviour Plan. When is such behaviour likely to occur?)

### Diversions and distractions / Praise Points

### Medical Conditions that should be taken into account before physically intervening

### De-briefing & recovery process following incident:

(Child's name) **long-term aims**

Professionals involved	Organisation / Role	Address

### Recording and notifications required:

Record physical intervention on Physical Intervention sheet and upload to CPOMS.

	Please sign	Date
Acting Head Teacher		
Assistant Head Teacher SEND		
Class teacher:		
Class teacher:		
Behaviour support learning assistant:		

I give consent to the above plan being implemented with my child and to this plan being shared with staff / agencies supporting them.

Parents		
Child (if appropriate)		



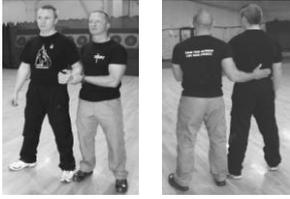
**PENNYMAN PRIMARY ACADEMY  
PHYSICAL INTERVENTION INCIDENT REPORT FORM**

<b>1. Your Name:</b>			
<b>2. Name of Person:</b>			
<b>3. Date and Time of Incident</b>			
<b>Date</b>		<b>Time</b>	
<b>4. Location of Incident</b>			
<b>5. Why was it Necessary to Intervene</b>			
<input type="checkbox"/> Harm to Self	<input type="checkbox"/> Harm to Others	<input type="checkbox"/> Damage to property	
Other – Please specify			
<b>6. Was any verbal reasoning / de-escalation used prior to the need to intervention?</b>			
<input type="checkbox"/> Yes		<input type="checkbox"/> No	
<b>7. Were any weapons involved?</b>			
<input type="checkbox"/> Yes		X No	
If 'yes' please stipulate what type of weapon was involved:			
<b>8. Did you rate the Risk Posed by the person as:</b>			
<input type="checkbox"/> Low	Medium	<input type="checkbox"/> High	
<b>9. How would you Rate the Amount of Force Applied by You:</b>			
<input type="checkbox"/> Low	<input type="checkbox"/> Medium	<input type="checkbox"/> High	
<b>10. How Did You Feel Prior to, During and Post the intervention</b>			
<b>11. What Technique/s position did you use</b>			
(Please refer to Annex A and circle the technique / position used)			
<b>12. Who else was involved</b>			
<b>Name:</b>			
<b>Name:</b>			

<b>Name:</b>	
<b>13. Please list any injuries to you</b>	
1	
2	
3	
<b>14. Please list any injuries to the child</b>	
1	
2	
3	
<b>15. Your statement – what occurred in your own words</b>	
Your statement must set out what happened; give details of your part in the use of force, any holds/locks you applied and how the incident was finally resolved. It must give details of any attempts made to de-escalate throughout the incident.	
<p>The use of force must only be used when it is:</p> <ul style="list-style-type: none"> <li>i. Reasonable in the circumstance, meaning:</li> <li>ii. You believed that it was absolutely necessity, and</li> <li>iii. Proportionate to the seriousness of the situation</li> </ul> <p>When intervention was used, please tick your primary role:</p> <p><input type="checkbox"/> Right arm</p> <p><input type="checkbox"/> Left arm</p> <p><input type="checkbox"/> Supervising</p>	
<b>Please provide as much detail as possible below, including:</b>	
Before the incident (i.e. what lead to the incident, any de-escalation techniques used), during the incident (i.e. what types of force were employed and why), and after the incident (i.e. where child was relocated to and any injuries sustained).	
Parent/ carer contacted and response	
<b>Name</b>	
<b>Signed</b>	
<b>Date</b>	

## Annex A –Techniques / Positions Used

### 1. Single-Person Escort / Prompt



### 2. Two Person- Holding Technique 1



### 3. Two Person Holding Technique 2



### 4. Straight Arm Immobilisation



### 5. Cupped Fist



### 6. Seated Position



### 7. Kneeling Position

