



**TEES VALLEY
EDUCATION**
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Pennyman

Primary Academy

Positive Behaviour Policy

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Introduction

At Tees Valley Education Trust, all curriculum policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils.

The following policy has been written to support the ethos, vision and values of both Pennyman Primary Academy and Tees Valley Education Trust.

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 pupils, 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. We provide conditions that ensure dignity, promote self-reliance and facilitate a pupil's active participation in the community (United Nations 1989).

At Pennyman, great emphasis is placed on positive reinforcement of behaviour through praise. Pupils' confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written. 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.

This policy should be read in conjunction with the Pennyman Primary Academy Anti-Bullying Policy. This policy has been written with due regard to the 'Behaviour and discipline in schools Advice for headteachers and school staff January 2016.'

Pennyman Primary Academy aims to:

- raise pupils' self-esteem, resilience and confidence to allow them to grow and understand their own strengths and abilities;
- promote an environment in which pupils are encouraged to discover their own love of learning through curiosity and exploration;
- develop pupils' determination to succeed and believe that they can and they will;
- build strong partnerships with parents, professionals, other schools and the wider community;
- create an inclusive education system and challenge perceptions of what this means;
- enable independence and intellectual, emotional, spiritual and healthy growth;
- engender an ethos of trust and mutual respect where all staff, pupils and their families feel equally safe and valued; and
- provide a holistic, challenging and engaging curriculum taking account of individual academic, therapeutic, social and emotional needs.
- Promote the values of the academy, which underpins our core expectations.
 - Ready
 - Respectful

- Safe

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

We have high regard for our pupils' spiritual, moral, emotional and psychological well-being. We endeavour to provide a caring and creative learning environment. We promote the right for pupils 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.

How will we achieve our aims?

- Praise and reward are the key to creating a positive atmosphere where pupils can succeed.
- Academy Steps to Success that pupils know and understand (see appendix 3).
- Praise and reward system (see below).
- Adults will lead by example and model good practice.
- A well-developed SMSC and PSHERE curriculum through which positive behaviour and choices are explored (see policy/curriculum documents)
- Embedding our core values into everyday life at Pennyman.

Roles and Responsibilities:

1. Trustees

The Board of Trustees will ensure that there is a Positive Behaviour Policy in place and review its implementation.

2. Head of Academy

The head of academy will oversee the implementation of the Positive Behaviour Policy, evaluate its success periodically with staff, and report to trustees on its implementation. The senior leadership team is responsible for monitoring behaviour on a daily basis by reviewing CPOMS.

3. Assistant Head of Academy for behaviour

The assistant head of academy for behaviour is responsible for annually monitoring behaviour through scrutiny of incident forms/playground incidents/violent incidents etc.

4. Assistant Heads of Academy (Phase leaders)

Phase leaders will ensure that:

- the Positive Behaviour Policy is active in their areas and that areas of concern are shared with their staff;
- staff are supported in implementing strategies to support pupils;
- Positive Behaviour Plans or Sensory Support Plans are in place for pupils needing extra support;
- the PBPs/SSPs are regularly monitored and evaluated; and

- training is offered and up to date for all staff.
- They are available for reflective time and support staff with challenging behaviour

5. Whole Academy Staff

All academy staff will work together to implement the Positive Behaviour Policy, using a consistent approach and acting as positive role models.

A positive behaviour approach

At Pennyman we celebrate good behaviour by deliberately noticing pupils doing the right thing and praising this.

The **Core Values** will be displayed in each classroom and throughout the academy.

Reward System

All children start each morning and afternoon with a fresh start 'Every Child, Every Chance, Every Day'

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

- Penny points in teams
- Stickers
- Certificates
- Weekly Pennyman Champion
- Praise, in class, in assembly or by the headteacher/deputy headteacher for good work or behaviour
- Share good work with a member of SLT- Wonderful Work Wednesday
- Parents informed of good behaviour and work – Showbie and social media
- Attendance awards
- Half termly attendance and behaviour awards
- Golden tickets for reading
- Diamond standard awards
- Newsletters

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.

A positive approach to behaviour

Pennyman Primary Academy has a clear, visual behaviour system based on a steps approach. It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. As we are a mainstream school with a unit provision we may need to tailor support. For pupils with complex needs, this can be a direct result of a specific diagnosis or prescribed medication, for example for children with epilepsy. Not all pupils at the academy will be at a level of understanding where they will be able to verbalise their understanding or always be aware of the impact their behaviour is having on others. Staff will always work with pupils, parents and, where appropriate other professionals, identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils.

Pupils at the academy are reminded that they can speak to their class teacher and teaching assistants regarding any concerns they have about their own or others behaviour (see Anti-bullying policy). For pupils who are pre-verbal, wellbeing is closely monitored and the use of alternative communication aids allows them to express their emotions if able. There will be some pupils who are not fully aware of their own or others emotions, a skill that will therefore form part of their learning and therapeutic targets.

In addition to this, a number of key professionals both at the academy and within the Trust support pupils with their social, emotional and mental wellbeing through a range of therapies such as access to a play therapist and counsellor and the Pupil and Family Support Advisor.

Therefore, only use the following stages with children who are developmentally ready and mature enough to understand the consequences of their actions. Use the stages **after** other behaviour management techniques have been implemented, such as positive praise of the child and others, offering the child an alternative space to work, sensory input, asking for the correct behaviour and allowing time for the child to discuss and explore behaviour with a trusted adult.

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 core values 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, morning and afternoon afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Showing an interest in likes and home life

Clear Routines for Communication

As a staff team we all use consistent communication techniques with all children in all lessons and times of the day. These are known as silent signals. When everyone uses the same routines effectively, behaviour will be consistent across the academy. They are the following: **STOP**

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every pupil has responded. Every pupil:
 - Raises one hand in response;
 - Checks their partner and others at their tables have also raised their hands- gentle tapping on arm if necessary;
 - Looks attentively at the member of staff- eyes locked into yours to



- show they are ready to listen;
 - Sits up tall, beside their partners.
3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

MY TURN YOUR TURN

- Use this silent signal when you want the pupils to repeat something after you. My turn: gesture towards yourself with one or two hands.
- Your turn: gesture towards the pupils with one or two open palms. Explain to the pupils that this signal is yours and not theirs.



TALK TO YOUR PARTNER

- Partner work should be used consistently in all lessons.
- Hold both hands pointing forward as if there are two open gates. Close the gates as soon as you have finished asking the question.
- Practise this signal until pupils turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.
- Pupils should turn their heads towards their partners, not their whole body or chair.



Behaviour stages:

Children at Pennyman are given the opportunity to reflect and reset throughout the day. The behaviour chart is split into morning and afternoon sessions so that children who need to reflect at lunchtime can reset for the afternoon. The behaviour chart applies to both indoor and outdoor time.

Morning Session:

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

- **Stage 1: Time out:** If children persist in their disruptive behaviour following a friendly reminder then they are given a second warning and the member of staff circles number 1 on the behaviour chart/SIMS and the child misses 5 minutes of their lunchtime in 'Reflect and Reset' with an AHOA.
- **Stage 2: Time out:** If a third warning is given, the member of staff circles number 2 on the behaviour chart/SIMS and the child misses 10 minutes of their lunchtime in 'Reflect and Reset' with an AHOA.
- **Stage 3: Time out:** If children receive a fourth warning, the member of staff circles number 3 on the behaviour chart/SIMS and the child misses 15 minutes of their lunchtime in 'Reflect and Reset' with an AHOA.
- **Stage 3+:** If for any reason children need reminding again of their behaviour then they will need to go to a teaching AHOA to complete their work.

- **Instant Red Flag:** An instant red flag can be given without going through the stages. The child will be sent to an AHOA (see timetable). An instant red flag 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 flag by an AHOA by a phone call and recorded on SIMS.

Afternoon Session:

- The afternoon session starts afresh. Lunchtime supervisors/ staff on break duty need to record the names of children who are not being 'Ready, Respectful, Safe' and give them to the class teachers at the end of lunchtime at 1pm.

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

- **Stage 1: Time out:** If children persist in their disruptive behaviour following a friendly reminder then they are given a second warning and the member of staff circles number 1 on the behaviour chart/SIMS and the child misses 5 minutes of their TEAM TIME in 'Reflect and Reset' with the EIL.
- **Stage 2: Time out:** If a third warning is given, the member of staff circles number 2 on the behaviour chart/SIMS and the child misses 10 minutes of their TEAM TIME in 'Reflect and Reset' with the EIL.
- **Stage 3: Time out:** If children receive a fourth warning, the member of staff circles number 3 on the behaviour chart/SIMS and the child misses 15 minutes of their TEAM TIME in 'Reflect and Reset' with the EIL.
- **Stage 3+:** If for any reason children need reminding again of their behaviour then they will need to go to a teaching AHOA to complete their work.
- **Instant Red Flag:** An instant red flag can be given without going through the stages. The child will be sent to an AHOA. An instant red flag 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 flag by an AHOA by a phone call and recorded on SIMS.
- **Repeated stage 3+: Deputy Head of Academy/ Head of Academy:** If above a stage 3 repeats three times in one week, on the third occasion they will go to the DHOA or HOA, where a phone call will be made home with the child present and recorded on SIMS.
- **Reflect and Reset Time:** This is an opportunity for the children reflect and reset their behaviour for the next session. It will be ran by the AHOA at lunchtime and the EIL on an afternoon during TEAM TIME. This will operate as a therapy session where the children can reflect on their choices and how they will make the right choices to promote the Pennyman Values going forward.

If a child is persistently on the stages, this needs raising with the AHOA responsible for behaviour who will discuss possible alternative strategies or the need to develop or adapt a positive behaviour plan. A conversation should be had with parents and EHT will be informed. All staff are made aware through induction and training of the correct procedure for the reporting and recording of incidents.

In some cases, staff may need to manage extreme behaviours, which place the safety of stakeholders at risk.

Where pupil behaviour escalates, individual behaviour plans will be put in place and regularly reviewed by staff, parents and the child to ensure the most effective strategies are in place. External agencies may also support this process.

Academy radios are used should assistance with behaviour be required. All staff are expected to support during high level behaviour incidents, unless agreed otherwise by SLT.

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

Specific Support: Working with individual/small groups of pupils with complex needs

At Pennyman, as we are a mainstream school with a unit provision, we recognise that some pupils require extra support and differentiated opportunities in order to meet their individual needs.

1. **Managing Transition:** Some of our pupils find transition times difficult (e.g. arriving at/leaving the academy, lunchtimes/moving between lessons). Support can be put in place through the use of visual timetables and adult support. These strategies help pupils to cope with these transitional times more successfully during the academy day.
2. **Visual Support:** Individual or class visual timetables are used to support pupils in class. Positive behaviour reminders, smiley face charts, emotions cards and PECs (Picture exchange communication system) can also be used.
3. **Sensory Support:** Some of our pupils have complex sensory needs which can sometimes result in them being unsettled or displaying challenging behaviour. It is important for staff to work together to recognise the difference between sensory issues and challenging behaviour - a sensory profile can be completed by staff to identify a pupils sensory needs and from this a targeted sensory support plan can be written to support the pupil. This may be written in conjunction with specialist occupational therapists.
4. **Social Stories:** Where necessary, some pupils have specific visual reminders made for them that model expected behaviour.
5. **Behaviour Support Plans:** These are produced in consultation with the class teacher, teaching assistants, parents and pupils if appropriate.
6. **Intensive Interaction:** A specialised approach is used to teach the pre-speech fundamentals of communication to pupils with Autism, SLD or multiple learning difficulties. This supports pupils who may be socially withdrawn by allowing trust to develop between them and staff.
7. **Therapies:** At Pennyman we offer pupils 1:1 sessions with a qualified play therapist. We also use art, music, sensory and rebound therapy.
8. **Interim review:** a multi-agency approach would be used.

Suspensions and permanent exclusions

Suspension and permanent exclusions are rarely used and only as an absolute last resort in extreme circumstances.

Our academies work closely with one another and other schools in the surrounding area to provide first day cover and support when a child is suspended for a fixed term.

Meetings are arranged for pupils at risk of suspension or permanent exclusion and emergency reviews for pupils with SEN and pupils looked after are organised. Suspensions and permanent exclusions can only be initiated by the executive headteacher or head of academy. The DFE guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England - Statutory guidance for those with legal responsibilities in relation to exclusion (July 2022)', will be followed in these circumstances.

The Chairs of the Trust Board and the Local Academy Committee will be advised of suspensions and permanent exclusions and parents will be fully informed of the reasons for permanent exclusion and their right of appeal. Wherever possible, parents will be consulted personally before this step is considered.

Depending on the reasons for suspension, pupils are either suspended fixed term from the academy or are suspended to another academy or school, and a member of staff would accompany them. The class teacher ensures that enough work is set for the length of the exclusion.

Informing parents

It is important to ensure parents are informed about their child/children's behaviour and attitude in the academy. Parents will also be informed of positive behaviour and any areas for development in behaviour via phone calls and the regular use of home school communication books.

Support and training for all staff

Staff are trained annually in behaviour management training and physical intervention skills through training days. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of the academy, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours.

Additional Information

- If a member of staff is in difficulty they must radio or call for support
- If a member of staff sees another in a difficult situation please give support as suggested by positive handling (see Trust policy).
- If a child needs to be physically moved please implement the Positive Handling guidance (see Trust policy).
- Teachers have the power to discipline pupils for misbehaviour outside of the school premises in some circumstances (see appendix 2)

Links to other relevant policies

The behaviour policy links to the following academy policies:

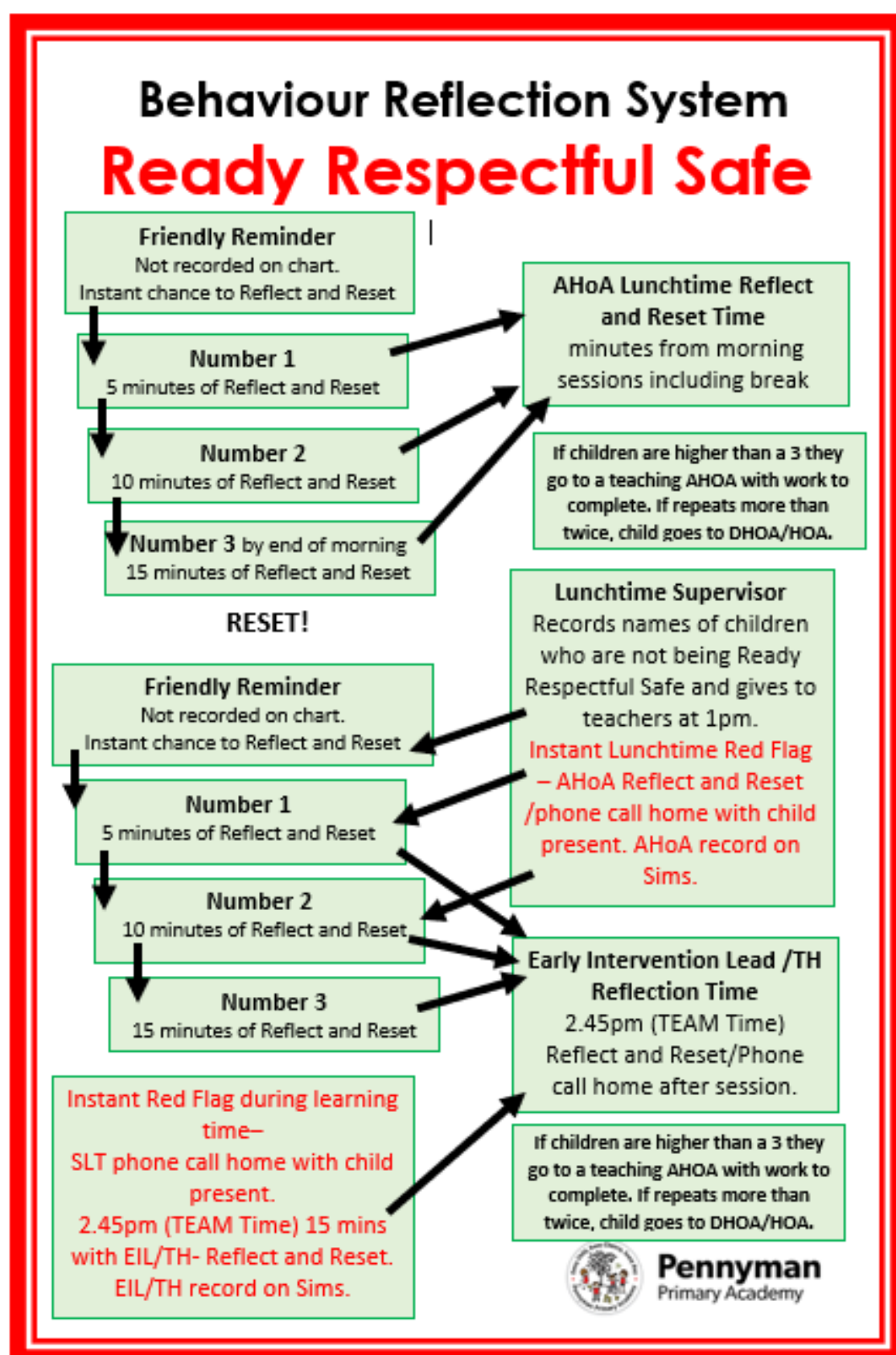
- Equality
- Child Protection
- Safeguarding
- PSHE
- Anti-bullying

Pennyman Values

Ready Respectful Safe



Pennyman
Primary Academy



Appendix 3

STRATEGIES USED TO SUPPORT PUPILS WITH BEHAVIOUR DIFFICULTIES

These are strategies which may be employed in order to support pupils finding difficulty in maintaining appropriate behaviour.

- Discussion with parents.
- Positive Behaviour Plan/sensory support plans.
- Home/ academy diaries..... Reporting daily/ weekly to parents
about specific aspects of behaviour.
- Behaviour charts..... Sheets which target specific
behaviour which the child fills in if achieved.
- Remove privileges.....football, playtime etc.
- Regular support meetings with DHT/SSIM/PFSA.
- Home visits by SSIM/PFSA
- Strategy meetings
- PSP meetings

Appendix 4

Behaviour and discipline in schools Advice for headteachers and school staff January 2016

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

24. Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

25. Subject to the behaviour policy, teachers may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school related activity;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil at the school.

Subject to the behaviour policy, teachers may discipline pupils for misbehaviour, 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.

26. In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member



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

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

Name:	
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Name:	
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13. Please list any injuries to you
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1	
2	
3	

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14. Please list any injuries to the child
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1	
2	
3	

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15. Your statement – what occurred in your own words

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"> i. Reasonable in the circumstance, meaning: ii. You believed that it was absolutely necessary, and iii. Proportionate to the seriousness of the situation <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>
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<u>Please provide as much detail as possible below, including:</u>

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).

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Parent/ carer contacted and response

Name	
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Signed	
---------------	--

Date	
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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

