

ZETLAND PRIMARY SCHOOL BEHAVIOUR POLICY

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The overriding aim of Ironstone Academy Trust is that:

‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’

To achieve this, we think that we offer provision to all that ensures:

“Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.”

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

Our expectations and this Policy apply equally to all School based activity, residentials, visits and extended School events.

In order to create and maintain good behaviour we aim to:

- Create a positive atmosphere in each school based on a sense of belonging to a community which has shared beliefs.
- Adopt a positive approach towards behaviour that is underpinned by pupils' self-discipline and based on praise and reward.
- Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- Provide a learning environment in which self-discipline and honesty are acceptable norms.
- Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach.
- Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant CPD as required.
- Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- Foster good relationships with children by ensuring that our care of children is based on kindness, respect and an understanding of their individual needs.
- Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school's code of conduct.

Equality

Ironstone Academy Trust is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.

Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.

Therefore, Ironstone Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

Our Schools Code of Conduct

Our school values are:

Togetherness

Resilience

Equality

Curiosity

Kindness

This is displayed in all areas around school along with our school rules.

Our behaviour stages; sanctions and consequences are shared with all children and we regularly review them with pupils.

Our School Rules:

Be ready

Be respectful

Be kind.

Organisation

Our expectations for good behaviour are to be stated on each school website (in their bespoke Behaviour Policy), by displays around each school and through referral to it by the staff in behavioural education aspects of the curriculum.

Each school has freedom to determine its own mutually agreed set of rules, rewards and sanctions. This provides the children with ownership and a responsibility to maintain it.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Head teacher should be informed of any serious breaches of our behaviour standard. This will be done using the CPOMS system to record all behavioural and safeguarding issues and provides a chronology. This system also enables the Headteacher and SLT (Senior Leadership Team) to analyse diverse types of behavioural issues and produce statistics and graphs which the Headteacher presents to governors in termly meetings.

The Head teacher keeps a record of serious behavioural problems and may invite the parents of the children involved to discuss problems.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours. The Head teacher will provide them with regular updates as required, in response to emerging issues.

Each school must have a Handbook for all helpers and visitors in school in which our school organisation and expectations are outlined.

As a means of instilling a sense of responsibility, all teachers may provide children with classroom responsibilities, such as being monitors. In upper Key Stage 2, for example, children may be given "special" responsibilities and duties which may have a pastoral element, such as being cloakroom helpers for KS1 (Key Stage 1) children and acting as Friendship Ambassadors.

Schools may have "Celebration" assemblies as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour.

Schools may offer our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility, and the encouragement of positive behavioural traits.

The Trust believes that the effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

Lunchtime Behaviour

Our Lunchtime Supervisory Assistants work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. The Supervisory Assistants should have a Handbook of Information, which details our expectations of behaviour and provides practical guidance on strategies to be employed to minimise undesirable or disruptive behaviours. LSAs should receive training on a regular basis and have a termly meeting with a member of the teaching staff who is responsible for the LSAs.

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable manner, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of a limited period of withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to a teaching member of staff who will assist.

Teaching Staff will be informed, at the end of a lunch break of any child who has had a troubled lunch break but where the Supervisor has not needed the intervention of the Deputy or Headteacher.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to senior leaders. Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour and after a formal warning, exclusion from school during the lunchtime period will be considered by the Head teacher.

Sanctions

There is no corporal punishment at any Trust school.

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

The child may be asked to write a letter of apology as a means of restitution for their behaviour.

Teachers have the freedom to impose sanctions as they see fit depending on the behaviour, and age, of the pupil:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning.
- The child may be asked to write a letter of apology as a means of restitution for their behaviour.
- If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will remove the pupil from the classroom.
- If the pupil continues the behaviour following the final warning, the teacher will complete a CPOMS log and may issue another sanction.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom, misses playtime, or receives another sanction, the headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning. Any pupils that are sent indoors will be supervised by an adult at all times.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour. However, we should never use writing or maths, for example, as a punishment, as we do not wish to instil negative attitudes towards any subject.

Children could be excluded from school clubs for more serious transgressions for a period of time agreed by the class teacher and club leader.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Missing minutes from golden time
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour
- Contacting external agencies such as social services
- Excluding the pupil

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher verbally and via CPOMS

The headteacher will ensure a record is kept of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

Suspensions, Exclusions

The Head Teacher has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. This will include deliberately breaking social distancing rules or any behaviour that puts others at risk.

For repeated or various serious acts of antisocial or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE (Department of Education) Guidance as shown on the following link <https://www.gov.uk/government/publications/school-exclusion>.

Staff only intervene to restrain children or to prevent injury to a child or if a child is in danger of hurting any other pupils or adults in school. The actions are taken in line with Government Guidelines.

The use of restraint in school is detailed further in our Physical Intervention policy available from school.

If Zetland Primary have to use reasonable sanctions to discipline a child, parents should support the actions of school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concerns remain, they should contact the Head Teacher and/or our Chair of Governors. Alternatively, the complaints policy is available on the website for a parent/carer to action.

Items banned from Trust Premises

Fire lighting equipment:

- Matches, lighters, etc

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
 - Knives
 - Razors
 - Catapults
 - Guns (including replicas and BB guns)
 - Laser pens
 - Knuckle dusters and studded arm bands
 - Whips or comparable items
 - Pepper sprays and gas canisters
 - Fireworks
 - Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e., pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones, Smart Watches, unless handed to staff (and stored away from pupils) Y5 and 6 only.
- Any other toys which are deemed hazardous.

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers, and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, if they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and

it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff or doing so may present a safeguarding risk to the child.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, tobacco products or prohibited items.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

Confiscation

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police may be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item, although if it may be required in a future investigation it must be retained by the school/ handed to the appropriate authority (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner

Unacceptable sanctions

There is no corporal punishment at any Trust school.

In dealing with misbehaviour, staff will never resort to any form of physical reprimand or negative verbal rebukes including the use of sarcasm, "belittling a child," or actions which would lead to undue emotional upset.

Levels of Acceptability

From staff discussion we have established what we would regard as unacceptable in terms of pupil behaviour. The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern.

BULLYING

“There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children” (‘Bullying in Schools – A Positive Approach’).

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by vigilance and awareness.

We are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying that are regarded as serious will warrant the involvement of parents.

Attitudes towards adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

We do not accept discourteous behaviour, such as answering back, challenging an adult’s decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say “please,” “thank you,” “excuse me” and we will reinforce their usage at every opportunity.

Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a “working hum” would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

Respect for the property of others

We do not tolerate stealing or any infringement of others’ property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

Special Educational Needs

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school’s SENCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service will be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice.

Health and Safety

The physical environment each school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our Health and Safety Coordinator and Governing Body make regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities.

Our Corporate Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required

Monitoring

Monitoring the behaviour of the children in our school is the responsibility of all that work within it.

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Midday Supervisory assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal monitoring of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data. Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary.

Review and the role of the CEO (Chief Executive Officer)

REVIEW AND THE ROLE OF THE CEO AND TRUST

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is held with the Early Intervention Worker at each school, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the CEO.

The CEO will act to ensure that the Policy is followed in each Trust School.

Note:

This Policy was developed by the staff and Governors of Zetland Primary School in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was revised in March 2006. It was revised in 2009. It was revised in March 2011. It was reviewed in September 2011. It was reviewed January 2014, and subsequently adopted by Ironstone Academy Trust Trustees. It was reviewed in March 2016 and again in February 2018 and June 2019.

The most recent full review was in May 2024.

APPENDIX 1: ANTI-BULLYING POLICY

Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

Aims and Objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

The Role of Governors

The Governing Body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the Governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Headteacher

It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff members are aware of the school policy and know how to deal with

incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Head teacher ensures that all staff members receive sufficient training to be equipped to deal with all incidents of bullying.

The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of the Staff

Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. These are stored on the CPOMS system

If any staff member witnesses an act of bullying, he or she do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents. All recorded instances are reported to the Head teacher via the CPOMS system.

If, as staff, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We have a member of our TA team who provides is trained as an Emotional Literacy Support Assistant (ELSA) who can provide counselling for children as required who works closely with the Academy's Early Intervention Support Practitioner (EISP). We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Headteacher. We then invite the child's parents into the school to discuss the situation and agree appropriate action to be taken. In more extreme cases, for example where initial discussions have proven ineffective, the Headteacher may contact external support agencies such as the Behaviour Support Service.

Staff members attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding, and celebrating the success of all children, we aim to prevent incidents of bullying.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review and the role of the CEO and Trust

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is held with the Early Intervention Worker at each school, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the CEO.

The CEO will act to ensure that the Policy is followed in each Trust School.

