

Pinewood School Academy Trust
Behaviour Policy (Written Statement of Behaviour Principles – including anti-bullying)

Approved by	L&D Committee	Date of Last Review	April 2021
Frequency of Review	1 Year	Next Review	April 2022

What does this Policy cover?

The intent of the policy is to develop life-long strategies that enable the pupils to make a positive contribution within 21st Century Britain, as contextually independently as possible.

Why should you read this policy?

Intended Audience: Staff, Governors, Parents/Carers, Pupils

Key aims of this policy:

- To ensure pupils, parents/carers and staff have a shared understanding of the school ethos, practice and expectations for behaviour
- To outline the kinds of procedures that are in place to promote wellbeing, a positive learning environment, and educate pupils in self-regulating/coping strategies and the power of positive choices

Principles

Pinewood School is committed to ensuring that the school environment provides all pupils and staff with access to learning and wellbeing through an established sense of community, cohesion, co-operation and mutual respect for each other, for each other's property and for the school's good reputation.

Behaviour management and the promotion of positive behaviour do not constitute a discrete, separate element of life at Pinewood School. We believe that all presenting behaviours, whether belonging to students or staff, are communications and as such should be responded to appropriately.

We believe pupils should feel safe to work, learn and play at school, free from any adverse effects caused by the negative behaviour or attitudes of others. The school promotes good behaviour by creating a happy caring school environment where self-discipline is promoted and good behaviour is the norm.

We will not tolerate behaviour which makes other students unhappy or prevents them from learning. Our aim is that all students realise their full potential, develop independence and self-motivation in order to be ready to successfully transition to their next step and take their place in 21st Century Britain.

Pinewood strives to develop an ordered, trusting and supportive school that bases its practice upon shared understanding of others and where the behaviour of all, allows one's own learning and that of others.

At Pinewood we will work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

The school is dedicated to ensuring inclusion occurs, where every child and adult feels comfortable to voice their opinions, is listened to, feels safe and is fairly treated.

The school expects that pupils and parents/carers cooperate to maintain a positive climate for learning.

This policy has been produced in conjunction with the “Behaviour and Discipline in Schools – Advice for Headteachers and School Staff January 2016” policy (Department for Education DFE) – Latest update September 2020.

Aims of the Policy

- to develop life-long strategies that enable the pupils to make a positive contribution within modern Britain, as independently as possible.
- To help students develop self-discipline, and to take responsibility for their own actions.
- To make clear to students, staff, parents and others the expected standard of behaviour of all members of the school community.
- To promote inclusion by providing an environment in which all students are able to learn and interact safely and securely.
- To clarify the roles and responsibilities of all stakeholders.
- To enable parents to support us by informing them of our ethos and of our approaches to rewards, attendance, punctuality and sanctions.
- To promote tolerance, mutual respect and consideration for others regardless of ability, appearance, creed, disability, gender, sexuality or race (including outlining our procedures around bullying).
- To demonstrate consistency of response to both positive and negative behaviour.
- To ensure that all members of the school community have a common understanding of bullying in any form, and know what they should do if bullying arises.
- To promote positive mental health and wellbeing.

Implementation

It is recognized that the quality of learning experiences in the classroom will have an impact on behaviour for learning. High expectations from staff delivering a curriculum matched to children’s varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

We encourage good behaviour by repeating our expectations at every opportunity. In addition to the positive attitudes of students expected by staff on a daily basis, the “Code of conduct”, for example, are displayed in all teaching areas.

More formally, the school has rewards and sanctions systems designed to reinforce positive and deter negative behaviour in students. Both systems begin at the lowest level and progress logically from there, providing many opportunities for students to reflect upon their behaviour for learning - and to build on it if it is good or change it if it is inappropriate. All behaviours worthy of report, no matter how minor / good or bad are recorded as file notes on the school system. Education is personalised in order to help support pupils with their reflections and identify positive choice and self-regulation strategies.

School Rules and the School Code of Conduct

The school, like any other community, can only work effectively if the people in it act with self-discipline and show respect to other people and to property. School rules are a guide to the right behaviour but cannot cover everything. Ultimately any action which could damage or endanger another person or property, or is contrary to common-sense, is against the school rules. The school's behaviour policy will be applied in school but may also be applied when students are out of school for example on school trips, on their journey to or from school or in any other situation where the pupil is considered under the responsibility of the school. The policy may be applied at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to the well-being of other members of the school. For example, but not limited to, incidents of cyberbullying. The policy sanctions will also be enforced if the need arises on the transport service to and from school.

School Code of Conduct

The attitude of students stems from the example set by staff. The school applies a consistency of approach in order that students understand what is required of them. In order to achieve this, the School's Code of Conduct was originally drawn up by all pupils and is displayed in every classroom:

- Treat everyone at school with kindness and respect
- Take good care of our school
- Call others by their proper name
- Keep your hands and feet to yourself
- Be careful with others' property
- Always walk quietly and sensibly around school
- Hand mobile phones to the form tutor

Rewards

The school believes that a positive learning environment can be created by providing stimulating learning experiences, recognising positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils themselves.

Informal rewards (not exhaustive):

- Non- verbal praise such as a thumbs-up, a smile or other encouraging gestures
- Specific verbal affirmations and comment upon effort and / or achievement
- Invoking peer praise, praise from colleagues
- Sharing examples of good work to colleagues and senior staff
- Sharing good news with parents
- Displaying pupil work in the classroom and around the school

Formal Rewards (not exhaustive):

- Credit score provided for every lesson and break and lunchtimes. Accumulation of credits leads to certification. They are added to the pupils House totals on a weekly basis.
- Public praise by presentation of certificates of achievement in weekly assemblies
- Postcards/communications home to parents
- End of term rewards trip
- Prefect system (yr11)

Preventative and De-escalation Measures

The school believes that proactively preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. To do this, teachers use behaviour management strategies such as distraction, addressing inappropriate behaviour quietly and listening to the pupil or attempting to read body language or known triggers. Restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships.

Sanctions

“Behaviour and Discipline in Schools” (DfE January 2016) states that: “teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006); the power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants; teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits; teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school; teachers have a power to impose detention outside school hours; teachers can confiscate pupils’ property.”

At Pinewood we believe the application of sanctions to be an effective means of promoting positive behaviour where they are designed to promote positive attendance, behaviour and learning rather than to punish perpetrators. Sanctions must be understood by the whole community as a deterrent and be fair and proportionate.

When anticipating and/or applying sanctions staff are expected to:

- Include education within the sanction to promote pupils taking responsibility for their actions and development of independence in managing their own behaviour.
- Avoid early escalation to more severe sanctions
- Reserve the more severe sanctions for the most serious or persistent misbehaviour
- Focus on the condemnation of the behaviour and not the person
- Evaluate their own use of the sanctions they apply to monitor their effectiveness

Informal Sanctions

These are generally those applied by the class teacher as part of their everyday strategies for promoting positive behaviour and maintaining a climate conducive to the effective learning:

- Non-verbal cues such as a grimace or thumbs down or other discouraging gestures
- Reminder of expectations
- Withdrawing attention/planned ignoring
- Choice to make the right decision
- Reminder of the potential consequence if negative behaviour continues
- Providing space for a brief period of time-out within the class
- Providing the opportunity for immediate reparation
- Completion of unfinished work during pupil break time

Formal Sanctions

These are generally applied by the class teacher when the student has failed to respond to the informal sanctions listed above and an escalation to more serious behaviour cannot be circumvented:

- Use of the credit system
- Requesting 'On Call' (see below)
- Detention – break/lunch/after school
- Contacting parent/carer to inform of misbehaviour at an appropriate time
- Withdrawal from participation in a planned activity and/or outing where health and safety concerns dictate (in consultation with activity/outing leader and SLT)
- Withdrawal of school travel privileges
- Request that pupil is subject to 'an alternative timetable' (see page 9)
- Fixed term exclusion (see page 9)

Detentions

Teachers have a legal power to put pupils (aged under 18) in detention. Pinewood School uses detention (including outside of school hours) as a sanction.

The Headteacher has used his discretion to authorise all members of staff to use detention as a consequence should the need arise.

Points to consider:

- Parental consent is not required for detentions
- The school will act reasonably when imposing a detention
- For break time detentions staff should allow reasonable time for the pupil to eat, drink and use the toilet.
- School staff should not issue a detention where they know that doing so would compromise a child's safety.
- Staff issuing a detention outside of school hours should consider whether: the pupil might be put at risk; whether the pupil has known caring responsibilities.

In the rare event that a student does not attend a detention, the sanction will be alternative timetable or fixed-term exclusion, depending on circumstances. In this case the parent/carer will be required to attend a re-admission interview with a senior member of staff.

'On Call'

It is expected that the class teacher will control negative behaviour within a classroom using the informal sanctions listed above. Whilst the class teacher is responsible for addressing this behaviour and employing a range of preventative measures, in some cases these may not have the desired effect. If this happens a member of the Pastoral Team, will be requested by the class teacher or teaching assistant. The staff member will arrive to support the reintegration into the lesson. In extreme circumstances the pupil may be removed by the staff member for the remainder of the lesson. A decision will then be made to gauge the appropriateness of a return to lessons for the individual pupil.

Anti-Bullying

We strive to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

Bullying is defined by the school as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It may be motivated by actual differences between children, or perceived differences.

Many behavioural experts state that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

The procedure in place at Pinewood School attempts to establish a consistent and systematic response to bullying. Bullying of any kind is unacceptable because it is wrong and that whatever the punishment, pupils will be reconciled wherever possible and receive some education around their actions, giving the perpetrator opportunities to learn from their behaviour and encourage positive social interactions. Bullying can often take place outside of school hours.

Cyber Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying with a potentially bigger audience and more accessories as people forward on content at a click.

Outside School Premises

Teachers have the authority to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Proportionate sanctions will be imposed for perpetrators of bullying. This is incremental and in extreme cases can result in permanent exclusion. See the formal sanctions section of this policy.

We encourage pupils and parents to inform their form tutor or a member of the teaching staff if they feel they/their child is experiencing bullying. Pupils can also speak to Pinewood Are Listening (PAL) members (student mentors) if they feel more comfortable doing this. We take

all forms of bullying seriously and will thoroughly investigate reported incidents. All identified incidents of bullying are recorded and logged on school systems.

Signs of bullying in pupils can include:

- Regularly saying they are unwell in the morning
- becoming unwilling to attend school
- wanting to be driven to school
- Changes to usual routine
- A change in mood/behaviour
- Becoming withdrawn, anxious or lack in confidence
- Crying
- A lack of effort in school work
- Unexplained cuts or bruises
- Changes in eating pattern
- Nervous or jumpy when a cyber message is received
- Aggressions
- Bullying of siblings
- Damaged or missing equipment/uniform

These signs are not a complete list and may also be signs of other social, emotional or mental health needs.

Pupils are taught about bullying and ways to cope/get help as part of their PSHCE curriculum and through school assemblies. Pro-social behaviour is central to our Vision and Values, our collective aim “ASPIRE” and “code of conduct.”

Confiscation of Property and Searching

Members of staff have the legal power to confiscate, retain or dispose of a pupil’s property, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. If the item is deemed to be dangerous it will normally only be returned to a parent, or possibly handed to the police. Illegal substances will always be handed to the police, but cigarettes and lighters will be destroyed.

In some circumstances it may be necessary to search pupils. The Headmaster and authorised staff can use such force as is reasonable given the circumstances to search pupils without consent for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Section 93 of the Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

Physical Contact with Pupils and the Use of Reasonable Force

The school recognises that there are occasions when physical contact (other than reasonable force) with a pupil is proper and necessary, such as:

- Comforting a distressed pupil
- When a pupil is being congratulated or praised
- Escorting a pupil from place to place
- To demonstrate how to use equipment
- To demonstrate techniques
- To give first aid

Use of Reasonable Force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom (“Behaviour and discipline in Schools” DfE 2016). This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying on a school visit. The degree of force used will always depend on the particular circumstances of the case and be proportionate to the consequences it is intended to prevent.

Control can be either passive contact e.g. standing between pupils or blocking a pupil’s path **or** active physical contact e.g. leading or re-directing. When members of staff use restraint they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in the most extreme circumstances, such as when two pupils are fighting. At Pinewood School, staff are trained to use both de-escalation techniques and physical restraint techniques to make both parties safe in a given situation. (Pinewood School subscribes to the LEA endorsed “*Step On*” and “*Step Up*” training).

Some examples of situations where reasonable force might be used are:

- To prevent a pupil from attacking a member of staff, or another pupil, or to stop a fight between two or more pupils
- To prevent a pupil causing deliberate damage to property
- To prevent a pupil causing injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- To prevent a pupil behaving in a way that seriously disrupts a lesson
- To prevent a pupil behaving in a way that seriously disrupts a school sporting event or school visit
- To prevent a pupil committing a criminal offence.

Please note:

- Parent/carer consent is not required to restrain a pupil
- Staff cannot use force as a punishment

The judgement of whether to use force and what force to use will always depend on the circumstances of each case – and crucially in the case of pupils with SEN or disabilities – information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil with extreme behaviour. A statutory procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil’s parents/carers as soon as possible after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent/carer would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives). Any such information is securely stored in line with safeguarding and GDPR guidelines.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so would threaten their own safety.

Alternative Timetable, Exclusions, Fixed-Term Exclusions and Managed Moves

Reference: Behaviour and Discipline in Schools – Advice for Headteachers and School Staff
January (2016 DFE)

Alternative timetable

In the cases of extreme behaviour or where the safety of pupils, staff and or property is in question, the school adopts a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period, this is known as “alternative timetable.” This may be for single or multiple lessons, or an identified lesson time in a temporarily re-designed timetable. It may also be for a full day following a behavioural incident on a previous occasion. In which case, parents/carers will be notified in advance; work will be provided for the pupil; the pupil will be allowed to eat/drink and have comfort breaks; stay in during break times. Misbehaviour during an “alternative timetable” could lead to a fixed term exclusion.

Fixed-Term Exclusion

The school will apply fixed-term exclusions and permanent exclusion as a last resort and after all other interventions and support have been applied. Fixed-term exclusions can be sanctioned in a one-off serious incident by the Headteacher or Deputy Head Teacher in the Headteacher’s absence. It should provide a period of time for the consideration and solution of a problem. The school conforms to the Local Authority and DFE Exclusion Guidance.

Fixed-term exclusions are deemed as serious by the school, so parents/carers will be informed immediately through a telephone call and a formal letter which provides all parties’ rights, responsibilities and details of the exclusion. If a pupil is excluded for a period of five days or less, the school will provide academic work for the pupil to complete at home and return to school. It is the parent(s)/carer’s responsibility to ensure that the pupil completes this work. In the case of the exclusion going beyond day five, alternative education provisions will be made by the school.

Following a fixed-term exclusion, a reintegration meeting will normally be held with the pupil and relevant staff to which parents/carers are expected to attend. During this meeting, the incidents that lead to the exclusion will be reflected upon and planning for the future will be discussed so that agreements can be made to avoid a similar situation arising again. If parents do not attend the reintegration meeting alternative measures will be taken to assist their full participation.

Examples of behaviours that could trigger a fixed-term exclusion:

- Persistent failure to comply with school behaviour policy
- Poor behaviour while on an alternative timetable
- Bringing alcohol or illegal substances into school or being under the influence of alcohol or other substances.
- Theft
- bullying
- serious actual or threatened violence against another pupil or a member of staff
- Harassment or intimidation of a member of staff at school or off site (including cyber bullying)

Repetitive incidents could lead to a permanent Exclusion. The Governing Body will be notified of a student at risk of permanent exclusion.

Permanent Exclusion

Permanent exclusion is extremely rare. In the event of a permanent exclusion the Local Authority will contact parents. Wherever possible the school works with other education provisions to facilitate referrals to alternative provision which may make permanent exclusion unnecessary.

A permanent exclusion may also be considered as a result of one-off incidents such as:

Serious actual or threatened violence against another pupil or individual on site that is deemed to be wilful, pre-meditated and/or extreme in its nature. This could include a directed punch or blow to the head or face; use of or threat to use a weapon including school equipment such as a chair.

Serious damage to school property

Persistent bullying

Sexual abuse or assault

Supplying or intention to supply illegal drugs

Carrying or using an offensive weapon

Where the health and safety of others is at risk e.g. setting off fireworks or misbehaving on transport to and from school that may put passengers, drivers or driving assistants at risk

Managed Move

The school works in partnership with the Local Authority and other schools in the area and may consider a managed move as an alternative to permanent exclusion. This involves giving the pupil an opportunity to complete a trial period in another school, with a view to a permanent move if the trial period is successful. This provides an alternative to permanent exclusion which is beneficial for the pupil and family concerned.

Outside Agencies

The school may, where appropriate, make use of one or more of the following outside agencies if it is felt this could be of support for the pupil:

The Police

In the event of an emergency colleagues should contact a member of SLT (if available) and the police will be called. An emergency could be an assault, an intruder, major theft or a pupil leaving the school without notification or permission. The Police may also be involved in investigations of serious breaches of the behaviour policy.

Social Services and Child Protection Team

The school will make a referral to a duty social worker when information has been disclosed that a child is at immediate risk or danger. This is usually if there is an issue with their carer or support at home but we might also contact them if we think the child is at risk in the community. A referral in this instance would be made by either the Designated Senior Person (Headteacher) or Deputy Designated Senior Person.

CAHMS (Child and Adolescent Mental Health Service)/PALMS (Positive Behaviour, Autism, Learning Disability and Mental Health Service)

A government provision for specialist services that provide assessment, treatment and support to young people with emotional, behavioural and mental health difficulties. We can refer when we believe a child has mental health problems or if a child is in need of an assessment for educational purposes IE a statement.

Educational Psychologists

Local authority provision for specialist services that provide assessment, advice and support to young people struggling in their educational environment.

Impact

Pupils develop independence in the skills needed to make a positive contribution to 21st Century Britain.

Pinewood pupils show progress throughout their time at the school in managing their own behaviour and making positive choices.

All stakeholders work together to create a positive learning environment.

All stakeholders have a good understanding of the Intent and implementation for this policy.

Associated Links

Preventing and Tackling Bullying

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Use of Reasonable Force

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Searching, Screening and Confiscation

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

School Exclusion

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf