



*Nurture Inspire Achieve*

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## BEHAVIOUR POLICY

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Date of Next Review: September 2024  
Responsible Officer: Headteacher



# School Behaviour Policy

## PUBLIC

### Document Control

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## Section 1

### Introduction

Saltburn Primary School is part of Vision Academy Learning Trust and is dedicated to ensuring that our school environment supports the learning and the wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our community and we work hard to provide a safe environment where pupils feel included in every aspect of school life.

This policy supports the Department for Education's 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "pupils learn in a calm, orderly, safe and supportive environment and protect them from disruption"

Saltburn Primary School believes that all pupils should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. This policy outlines what we expect from all our pupils in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to.

We will work with parents/carers to build effective relationships to understand their children, understanding of barriers, offering support, praise and rewards. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable support necessary for the child.

Saltburn Primary School promotes good behaviour and self-discipline to ensure that our pupils grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all pupils to thrive.

There will be a constant staff presence around the school, in-between classes, during breaks and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We do not tolerate any form of bullying and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

### Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions



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### Behaviour Policy: Key Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

### [New] Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

### [Updated] Legislation, Statutory Guidance and Advice

[Updated] This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'



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- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- [Updated] DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- [Updated] DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

### Definitions

Poor behaviour / misbehaviour is defined as anything that does not meet the expectations that pupils are required to follow in school:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. These are:
  - Knives and weapons
  - Alcohol
  - Illegal drugs
  - Substances identified as 'legal highs'
  - Stolen items
  - Tobacco and cigarette papers



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- Fireworks
- Pornographic images
- Other potentially harmful materials which cannot immediately be identified
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- To cause personal injury to, or damage to the property of, any person (including the pupil)

Headteachers and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At Saltburn Primary School other authorised senior staff include the Assistant Headteachers.

Staff members may use common law to search pupils with their consent for any item. They may:

- Ask any pupil to turn out their pockets
- Search a pupil's bag or locker
- Require a pupil to remove outer clothing including hats, scarves, footwear and coats
- A pupil's possessions will only be searched in the presence of the pupil, another member of staff and a member of the Senior Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff

## Bullying

Bullying is not tolerated at Saltburn Primary School

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	Definitions
<b>Emotional</b>	Being unfriendly, excluding, tormenting, ridiculing, humiliating
<b>Physical</b>	Hitting, kicking, pushing, punching, taking another's belongings, any use of violence
<b>Direct or indirect verbal</b>	Name-calling, insulting, sarcasm, indirect bullying through spreading stories or rumours or teasing someone, threats, making fun of someone's size, shape, appearance.
<b>Racial</b>	Racial taunts, graffiti, gestures, making fun of someone's religion
<b>Sexual</b>	Explicit sexual remarks, sexually abusive or sexist comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching. This includes homophobic bullying.
<b>Ability based</b>	because of learning ability or physical ability
<b>Cyber-bullying</b>	Cyber bullying through the use of communication technology devices, text, email, social media, emails or websites. This can take many forms, for example: <ul style="list-style-type: none"> <li>• Sending abusive, intimidating or threatening text messages or emails, personally or anonymously.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Making insulting comments about someone on a website, social networking site</li> <li>• Making or sharing derogatory or embarrassing images of someone</li> </ul>
<b>Transphobic bullying</b>	This bullying stems from a hatred or fear of people who are transgender, Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

## Preventing Bullying

The school will:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy

## Sexting and Searching

Definition of 'sexting'

There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by or of children under the age of 18, that are of a sexual nature or are indecent.

There are many different types of sexting and these images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

It is important to apply a consistent approach when dealing with an incident to help protect the child, school and staff. The range of contributory factors in each case will be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Refer to Appendix 3 for details

## [Updated] Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment are not tolerated at Saltburn Primary School including any form of 'banter' and will challenge all inappropriate behaviour between pupils.

We advocate high standards of conduct between pupils and staff, demonstrating and modelling manners, courtesy and dignified and respectful relationships.



[New] Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

All pupils will follow a curriculum that addresses sexual harassment and sexual violence including sexually abusive language or behaviour, as well as having a clear reporting channel, external advice and support.

Further details are available in the 'Child on Child Abuse' policy

### **Roles and Responsibilities**

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment.

<b>The Trust Board</b>	<ul style="list-style-type: none"> <li>The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives</li> </ul>
<b>The CEO</b>	<ul style="list-style-type: none"> <li>The CEO is responsible for consulting with the executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders</li> </ul>
<b>Local Governing Committee</b>	<ul style="list-style-type: none"> <li>The Local Governing Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the Headteacher / Head of School to account for its implementation.</li> </ul>
<b>The Headteacher / Head of School / SLT</b>	<p>The Headteacher / Head of School / SLT will ensure:</p> <ul style="list-style-type: none"> <li>The Head and senior leaders are highly visible and engage with pupils, staff and parents.</li> <li>The policy is communicated with all staff, fully embedded and adhered to</li> <li>Staff are trained to ensure consistent implementation of conduct, sanctions and rewards.</li> <li>Staff are trained to support students requiring reasonable adjustments.</li> <li>The school's environment encourages positive behaviour.</li> <li>Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.</li> <li>Keep accurate records: behaviour, bullying, racism, sexual harassment, homophobic incidents etc.</li> </ul>
<b>Staff including teachers, support staff and volunteers</b>	<ul style="list-style-type: none"> <li>Be responsible for consistently applying the policy process and procedures</li> <li>Actively engage in all training relating to behaviour, SEN needs, adjustments, rewards etc</li> <li>Have high expectations of pupils and praise pupils doing the right thing</li> <li>Lead by example and model enthusiasm for learning and your subject</li> <li>Model the positive behaviour expected by pupils</li> <li>Model consistent and respectful behaviour, knowing the children and their needs</li> <li>Establish class routines, welcome, starter, engaging lessons, feedback and praise</li> </ul>





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	<ul style="list-style-type: none"> <li>• Meet the educational, social and behavioural needs of the students</li> <li>• Give feedback to parents about their child's success and behaviour</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Respect themselves and others</li> <li>• Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions</li> <li>• Support and care for each other and to treat others fairly and with respect</li> <li>• Respect each other's property and work</li> <li>• Listen to others, respect their opinions</li> <li>• Behave in a way that allows other pupils to learn. Follow all staff instructions</li> <li>• Follow the school rules</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• To support the school by ensuring that their child is ready to learn.</li> <li>• Be aware of, support and promote the school's values and expectations</li> <li>• Ensure pupils arrive on time each day, in full school uniform and with the correct equipment</li> <li>• Communicate with the school any necessary information that will help to support the education of your child</li> <li>• Build good relationships with the school, working together to improve behaviour difficulties</li> <li>• Support the school in having high expectations for behaviour, engagement and conduct</li> <li>• Support the homework policy</li> </ul>

**[Updated] Staff Induction, Training and Updates**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

All staff will receive training and professional development during each academic year that will include:

- Behaviour Policy, student code of conduct, expectations, procedures, detail of sanctions and rewards
- Teachers leading expectations of classroom management and how they model this
- SEN Needs and how this is applied within the classroom to support learning and engagement
- SEN and vulnerable student reasonable adjustments to support learners



## **Suspensions and Permanent Exclusion**

'Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports headteachers in using suspension as a sanction where it is warranted.'

Suspensions will only be used as a last resort and issued by the Headteacher or Executive Headteacher. A pupil can be suspended for failing to meet Saltburn Primary School's behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Non-compliance
- Verbal/physical aggression towards a member of staff/pupil
- Physical violence towards a member of staff/pupil
- Dangerous behaviour that puts the pupil/other pupils/staff at risk of harm or injury
- Bullying of staff/pupils
- Possession of materials as described about or prohibited by school policy

The school may bypass the sanction steps should a pupil's behaviour warrant such action. It may be appropriate to move a pupil to a higher step if behaviour is escalating or of such a serious nature. This may mean recommending a pupil's is permanently excluded from Saltburn Primary School in response to a single, serious breach of the school rules. For example, supplying drugs on the school premises would result in an immediate recommendation of permanent exclusion.

### **Suspensions (Fixed Term)**

- The decision to exclude a pupil must be lawful, reasonable and fair. The school will give particular consideration to vulnerable pupils before a fixed term exclusion is given
- Only the Headteacher can exclude and it must be on the grounds of discipline. A pupil can be excluded for up to 45 days within an academic year.
- All children have the right to an education and the school will take reasonable steps to set work and mark work for the first 5 days of an exclusion period.
- Alternative provision for education must be made by the sixth day (known as sixth day provision). This will be provided in consultation with parents/carers, SLT, and provider
- Following an exclusion, the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Guidance can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

### **Permanent Exclusion**

The decision to exclude a pupil permanently is a serious one. There are two situations in which permanent exclusion may be considered.

The first is where a pupil is persistently failing to meet the expected standards of behaviour and conduct that are set out in this policy. In these circumstances the decision to permanently exclude will be made following the use of a wide range of other strategies that have been used without success. A permanent exclusion for persistent disruption is an acknowledgement that all available strategies have been exhausted and is only ever used as a last resort. This would include but is not restricted to; persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) and persistent and/or serious disruption of the school which has a negative impact on the educational experience of other pupils.



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The second is for an incident so serious that it is not considered appropriate to implement strategies to support behaviour modification. These instances below are not exhaustive but indicative of the severity of such offences. Such behaviour will not be tolerated because it seriously affects the discipline and well-being of all pupils at Saltburn Primary school:

- actual or threatened violence against another pupil or a member of staff.
- sexual abuse or assault.
- supplying an illegal drug (on or off the premises)
- possession or use of an illegal drug: see Drug Related Exclusions
- carrying an offensive weapon: offensive weapons are defined in the Prevention of Crime Act 1953 as “any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him.”
- arson.

Whilst Saltburn Primary School does not seek to criminalise young people, in the case of a serious incident where permanent exclusion is considered the school will always consider police involvement.

Before deciding whether to exclude a pupil either permanently the Headteacher will:

- ensure appropriate investigations have been carried out, including reviewing whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- consider all the evidence available, taking into any appropriate school policies.
- allow the pupil to give her/his version of events (In some cases these views may be taken retrospectively).

If the Headteacher is satisfied that on the balance of probabilities the pupil's behaviour constituted either a persistent or serious breach of this Behaviour Policy, then persistent exclusion will be the outcome.

### Exercise of discretion

In reaching a decision, the Headteacher will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that pupils will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Headteacher will consider:

- The seriousness of the incident, or series of incidents, and whether it constitutes a serious breach of the school's Behaviour Policy and
- The effect that the pupil remaining in the school would have on the education and welfare of other pupils and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Headteacher's decision to exclude. This Committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the pupil's record, witness statements and the strategies used by the school to support the pupil prior to exclusion.



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### **Alternatives to Exclusion**

Saltburn Primary School will always work closely with the Redcar and Cleveland Inclusion Team and other local primary schools to undertake a managed move where such a course of action would be of benefit to the pupil and will consider whether a period of respite at another registered provider can be an alternative to a permanent exclusion.

### **Lunchtime Exclusion**

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Please refer to the school's Suspension and Exclusion Policy.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the Headteacher and Governors annually.

### **Links with other policies**

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Attendance Policy
- Online Safety Policy
- Physical Intervention (Reasonable Force) Policy



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## Section 2

### Saltburn Primary School - Code of Conduct – Rewards & Sanctions

At Saltburn Primary School, we work hard to ensure that discipline is consistent and behaviour expectations and sanctions are clear to all, applied consistently, fairly and without discrimination, considering SEN needs and disabilities as well as the additional challenges some vulnerable pupils may face. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable support necessary for the child.

The school recognises that if individual pupils' disruptive behaviour is due to complex needs, we will ensure the pupil receives a personalised approach to support them.

We promote our code of conduct, school rules and expected standards through staff training, the school website, school assemblies, around the school building and in every classroom. Staff are a constant presence around the school, in-between classes, break times and lunch times to check that pupils are respectful and behaving appropriately.

At Saltburn Primary School we believe that every pupil is capable of success. We believe pupils' success begins with their behaviour. We define behaviour as the attitudes that a pupil develops towards themselves, others and their learning.

We aim to guide and support our pupils in developing the characteristics which will enable them to be lifelong learners who are happy, successful and contribute to a sustainable wider community.

Positive behaviour is a choice that young people make through the modelling of the adults around them. As such this policy provides guidance for staff, parents and carers about creating high expectations and a strong positive behavioural ethos in which pupils can succeed.

The aim of this school policy is:

- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To create conditions for an orderly and safe community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- To promote the mental health and well-being of all members, taking into consideration the social-emotional needs of others.
- To ensure that our learners can all reach their full potential in an environment that nurtures them and enhances their attitudes to their own responsibilities.

We have high aspirations for everyone in our school family and our core values are to be – **Proud, Inclusive, Safe, Responsible, Respectful and Resilient**. They are embodied in the following principles, which we collectively refer to as our '**Saltburn Standards**'.

- We will value everyone and everything in our school community
- We will be polite to everyone and always use good manners
- We will walk quietly and sensibly around the school (slowly, silently, sensibly)
- We will respect each other people's differences



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- We will listen to the ideas and opinions of others
- We will wear our school uniform with pride.
- We will show kindness and consideration to everyone
- We will be proactive in ensuring that our environment has no litter or damage and be clean or tidy.
- We will be resilient and never give up!

At Saltburn Primary School we take our role to prepare our children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed, and lived through the ethos and work of our school. We want the children in our care to be independent, respectful of themselves and others in our school, our local community and the wider world. We aim to support and prepare every child to make a positive contribution to our rapidly changing society.

#### Code of conduct:

At Saltburn Primary School we operate a positive behaviour policy which has high expectations of all within the school community. The school has a whole school approach to behaviour to ensure consistency, setting good habits early with high expectations of cooperative behaviour from the very beginning. It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children. We ensure that our strategies -

- Involve all pupils in the creating and review of class codes of conduct.
- Provide a purposeful learning environment conducive to 'on task behaviour'.
- Involve parents / carers by communicating well to ensure their support.
- Make positive recognitions of pupil achievement.
- Support behaviour management through restorative justice, circle time, PSHCE input, peer mediation and school council.
- Ensure that pupils' mental health and wellbeing are considered carefully.
- Make every effort to defuse potential problems before they arise through discussion and de-escalation.
- Ensure that if things go wrong, pupils are given the opportunity to put things right.
- Has zero tolerance towards certain behaviours such as bullying, racism, swearing, rudeness, (LGBT) prejudice and fighting. These are dealt with when encountered and addressed as part of PSCHE across the primary school and directly with individuals.
- Has a whole school responsibility for the pastoral system but with senior members of staff having more specific responsibility for serious unacceptable behaviour.

As a school we expect that children will:

- Be polite.
- Walk in the school building. Slowly, Silently, Sensibly
- Talk quietly using 'indoor voices'
- Work co-operatively where appropriate
- Take care of the belongings and respect those of others.
- Not interrupt when others are speaking.
- Hold the door open when appropriate.
- Allow adults or younger children to pass first.



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- Keep the whole school environment clean and tidy.
- Be proud of their school.
- To remember that when out of school our reputation depends on the way we behave.
- To develop an understanding and respect for other's opinions.
- To share their problems before the end of the day so we attempt to solve them before the day ends.
- Follow our 'Quality Audience 3 2 1 0' (raised hand) pay attention guide

### Promoting Positive Behaviour

**Early Years Foundation Stage** - Our Early Year's curriculum is designed to support children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and those of others, as well as beginning to regulate their behaviour. We support children to do this by using consistent approaches, structure and routine, as well as working together with parents. We help build confidence and self-esteem by valuing all children and praising and encouraging, as well as following our Saltburn Standards.

To support positive relationships in our setting we:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that behaviours can be a normal part of some young children's development e.g. hurting others
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure all staff act as positive role models for children
- Encourage parents and other visitors to be positive role models
- Work in partnership with parents
- Praise children and acknowledge their positive actions and attitudes, ensuring children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the Saltburn Standards and behaviour policy and to be consistent
- Encourage children to deal with conflict peacefully by working alongside them and demonstrating positive resolutions
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies, naming and talking about feelings and ways to manage them

Our classroom charters are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age appropriate. We involve children in the process of setting the charter/rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.



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Children who are displaying distressed/challenging behaviour, for example, by physically hurting another child or adult e.g. pushing or through verbal attack, are helped to talk through their feelings and actions. Children are encouraged to apologise where and when appropriate. We make sure that the children are comforted having been on the receiving end of hurt. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

#### To promote positive behaviour:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We recognise that there may be occasions where a child is displaying challenging/distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training. We will complete an incident form following any restraints used and notify the parents
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We record any behaviour incidents on CPOMS
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour.
- We recognise that children need their own time and space. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.
- At Saltburn Primary School, staff follow the procedure below to enable them to deal with behaviour that challenges:
  - Staff are encouraged to ensure that all children feel safe, happy and secure
  - Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
  - Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways
  - Staff will initiate games and activities with children when they feel play is not conducive to learning.





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- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in school.

#### Early Years Foundation Stage Sanctions – Additional Steps

In our Early Years, positive behaviour is encouraged and rewarded. However, should sanctions need to be put in place, the following procedures are followed:

##### Nursery – 3 Steps for de-escalation of negative behaviour

1. Verbal reminder/discussion with child
2. Reflection time on thinking spot (30 seconds) followed by discussion with class teacher
3. Further reflection through discussion in Reception classroom with EYFS Lead. (Parents will be informed if a child is moved onto step 3)

##### Reception – 3 Steps for de-escalation of negative behaviour

4. Verbal reminder/discussion with child
5. Reflection time on thinking spot (1 minute) followed by discussion with class teacher
6. Further reflection through discussion in Reception classroom with EYFS Lead. (Parents will be informed if a child is moved onto step 3)

***Steps are adapted to meet a child's needs if reasonable adjustments are needed to be made.***

#### Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately using the school's behaviour policy.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably

#### Mobile phones

Pupils should not bring mobile phones to school. If a pupil needs to bring a mobile phone to school to contact their parent on the way to/from school, the parent must write to or discuss this with the Headteacher and obtain consent from her. Mobiles must be turned off on the school site and be handed in to the teacher to be locked in a cupboard through the day. School do not accept responsibility for any loss or breakage of mobiles on the school site. Mobiles should not be used to record or take images of any person or area of school when on the school site. Mobiles should not be used to access internet social media sites by pupils on site or to post unkind comments about other persons. Pupils will receive their mobile phone back at the end of the day for their return journey home. If the requirements for use of mobiles on site are broken consent for the pupil to bring their mobile phone to school will be revoked.

Any phones found switched on will be confiscated, placed in the school safe for parents/carers to collect



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The school takes seriously instances where a mobile phone has been used to film, photograph or record staff or pupils without their permission. In such cases the mobile phone will be confiscated, and the pupil's parent/carer contacted for a meeting.

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. DFE guidance also states that there is no need to have parental consent to search through a young person's mobile phone. These data or files may be erased before returning the item if they believe there is good reason to do this.

### Safety on site

Pupils/adults are not permitted to ride scooters, tricycles, or use skateboards anywhere on the school site to ensure the safety of all persons on site.

### Intention:

At Saltburn Primary School we take our role to prepare our children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived, through the ethos and work of our school. We want the children in our care to be independent, respectful of themselves and others in our school, our local community and the wider world. We aim to support and prepare every child to make a positive contribution to our rapidly changing society.

It is intended that through the school's policy on behaviour and welfare, and as a result of a strong and embedded ethos, that the children at Saltburn Primary School will be proud to be part of Saltburn Primary School and aspire to achieve their very best to be **Proud, Inclusive, Safe, Responsible, Respectful and Resilient.**

### Implementation:

#### How we ensure our expectations of pupils are met? Rewards:

The majority of the time children behave in completely desirable ways. We aim to encourage good behaviour as opposed to placing the emphasis on bad behaviour. A wide range of positive strategies are used to encourage children to behave well with staff highlighting all aspects worthy or praise academically and behaviourally. These include, but are not limited to;

- 
- Nursery) – Star cards & sticker rewards
- (Reception) Children receive individual stickers, classroom rewards and recognition of good work and positive behaviour. Star cards reward system (see EYFS policy)

Y1 – 6

- Superstar of the week
- Celebration Assembly (weekly)
- Certificates and stickers
- House Points system – Catnab, Hazelgrove, Riftswood & Valley Gardens
- Curriculum rewards
- Praise postcards and MM badges home (including Marvellous Me).

These are awarded to celebrate outstanding achievement in work, behaviour or attitude and improved positive behaviour.

- 
- High quality academic work.
- Excellent effort



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- Excellent behaviour
- Improved work effort or behaviour
- Care, consideration and kindness towards others.
- Positive occurrences / behaviour for pupils with Behaviour Plans / expectations.
- Providing excellent examples of following the 'Saltburn Standards'

**House points** can be earned each week. They contribute to house totals in the classroom which are collated each Friday. Each half term the winning house will be rewarded.

**Superstar of the Week** - each class teacher awards a 'Superstar of the Week' certificate, which is presented by the Headteacher in the 'Celebration Assembly'.

**Certificates** are awarded for:

- Some outstanding achievement in work, behaviour or attitude.
- Improved positive behaviour.
- Superstar of the week – linked to Saltburn Standards.

### Sanctions and behaviour systems:

Sadly, there will be times when children make poor behaviour choices. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up.

**Each case should be treated individually.** Children should be aware that they are responsible for their own behaviour and that breaking rules will lead to consequences.

Minor breaches of discipline should be dealt with by the class teacher in a caring and supportive manner. Parents/carers will be involved at the earliest stage possible and this is the responsibility of the class teacher.

Sanctions will be imposed if children do not comply with acceptable standards of behaviour. We follow a 5-step behaviour system which is visible in all classrooms.

### Positive Behaviour Plan: Steps and Sanctions Information

The 5 behaviour steps are displayed in all classes and strictly followed. If a child is choosing to break a rule or failing to follow an instruction, the following procedures will be actioned and the incident recorded on CPOMs.

### Recording of incidents & next steps

- Record the incident on CPOMs.
- Alert to Phase Leader / SLT
- Alert to Headteacher immediately for all serious incidents.
- Notify parent by the end of the day where appropriate.
- **Step 1.** Reminder - This is a verbal reminder that the child is breaking a rule or failing to follow an instruction and of the expected behaviour.
- **Step 2.** Discussion and further warning.
- **Step 3.** Cool Off Time - Change of place/adult - Placed in different seating in class or time out of class in partner class. (depending on the severity of the issue). If the



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misbehaviour continues, the child will be sent to a partner year group or Phase Leader for a designated time or for the remainder of the session (dependant on the pupil's behaviour). This is also recorded on the CPOMs system.

- **Step 4.** Withdrawal of privileges - loss of free time lunch and /or break time - time for 'Reflection'.
- **Step 5.** Serious Concern - If over the course of the week or a few days a child chooses not to comply with these rules and sanctions, and/or receives a number of warnings or Out of Class forms this would be a cause for serious concern. Some incidents e.g. violent behaviour could result in an immediate serious concern. (Behaviour tracking put into place.)
- Behaviour tracking cards (yellow cards) drawn up for 1 week initially preceding implementation of a 'Behaviour Contract/Plan' - drawn up for 4 weeks with pupil & class teacher, Parent and SLT notified. Tracking sheets to monitor constant low-level disruption may be used in conjunction with the 'Yellow Behaviour Cards'. Staff should circle the step the pupil is on and write a one/two-word reason for the step. The Headteacher will overview the forms and meet with pupil. If necessary, a meeting will be held with the class teacher and parent to discuss the pupil's behaviour in class.
- Pastoral Support Plan - set up (child on verge of exclusion) liaison with Pupil Inclusion Officer from the Local Authority to support the situation and ensure all support is in place.

Where pupils have acted aggressively / with violence and put their own or others' safety at risk. There will be a risk assessment and positive de-escalation plan drawn up and shared with staff and parents/carers.

The class teacher/adult setting the sanction records the incident and action taken by school on the CPOMs electronic system. Children may bypass steps and move to higher steps if the incident warrants this.

All unacceptable behaviour will be shared with parents at home time upon collection or by telephone/letter. Parents will be informed and may be invited into school to discuss incidents involving their child. In some cases, and for pupils who persistently disrupt learning through their behaviour it may be necessary to implement behaviour tracking sheet, a behaviour card or PSP (Pastoral Support Plan) if concerns persist. This ensures that all parties are clear on expected behaviour and the consequences for not adhering to the plan are clearly outlined. School will request support from external agencies where necessary.

Further actions will be implemented where there are serious concerns regarding incidents or persistent low-level disruption which affects teaching and learning.

These include;

- Behaviour tracking sheets (steps) / behaviour cards - Parents may be requested to participate in meeting/telephone conversation with the teacher and a senior leader to discuss repeated/ongoing disruptive behaviour.
- Pastoral Support Plan (PSP) - set up when a pupil is at risk verge of exclusion. This may involve the Local Authority Pupil Inclusion Officer.



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- Fixed Term (temporary) Suspension – within the school setting or externally by arrangement.
- Permanent Exclusion.

Behaviour cards last for one week initially and teachers complete the card for each lesson through the day. The card is then shared with the Headteacher (SLT in her absence) at the end of the day. The cards are effective in tracking pupil behaviour and identifying trigger times of day / lessons for behaviour incidents enabling staff to support the pupil.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is generally rare and it is the responsibility of the Headteacher or Assistant Headteacher, who will deal with it.

#### Challenging Behaviour – can take the form of:

- Verbal abuse
- Physical abuse
- Assault
- Defiant refusal
- Absconding
- Deliberate destruction of property

When any of the above situation arise, the sanctions need to be adopted.

#### Out of Class Links

Whilst in the partner class children should sit in silence with work, which has been provided by their class teacher. This should be appropriate work / activity, which can be completed independently.

Pupils' will be made aware that poor behaviour in the vicinity of the school or on a journey to and from school can be grounds for sanctions e.g. fighting, vandalism and threatening or anti-social behaviour.

#### Record of Incidents

All behavioural incidents must be recorded on the school CPOMs system. This allows for accurate record keeping and tracking a chronology of events. All children involved in the incident need to be linked as well as the relevant members of staff. Serious and repeat incidents will be alerted to the Headteacher

#### Lunchtime Issues

During lunchtimes, pupils must follow the behaviour code to ensure the safety of everyone. If the behaviour code is not followed, sanctions will be imposed by lunch duty staff. These include –

- Pupils are issued with a warning for minor poor behaviour. Rough play is given a clear warning.
- Low level behaviour will warrant a short time out on the bench.
- If pupils persist with poor behaviour, they will be sent indoors to the staff teachers who are on duty that week. Their behaviour will be reported to the class teacher who will record it on the CPOMs behaviour system.



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- Pupils will discuss the incident that occurred with a member of staff and reflect on the incident.
- Lunchtime staff relay the behavioural concerns to the pupil's teacher who investigate the incident further if necessary and record the incident on the CPOMs system. This will be shared with the pupil's parents/carers at the end of the day if staff consider it appropriate to do so
- If a child persistently misbehaves at lunch times, then a lunchtime plan will be put in to place for the pupil e.g. 20/20/20. (20 minutes' lunch hall, 20 minutes outside supervised and 20 minutes in a lunch club/under staff supervision).
- Bullying, fighting, theft, racism or any serious recurring issues will be reported to the Headteacher immediately
- Any serious breach of acceptable behaviour should be notified or referred to the SLT to follow up
- Bullying, fighting, theft, racism or any serious recurring issues should be reported to the SLT. In addition to these incidents being recorded on the CPOMs system. A full monitoring form available on the ICT staff area in the folder marked MONITORING should be completed (same day) & given to SLT to file in the appropriate folder in the SLT office. Hard copies of the documents are available in the kitchen next to the nursery area

### Lunchtime Supervision

At lunchtime, supervision is carried out by a team of mid – day supervisors and our Learning Support Assistants who are familiar to the children. The staff on duty are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5-minute time out. Supervisors should keep note of children who are given a time out and report it to the class teacher at the end of the lunch period. Senior members of staff will be on duty to be called upon if necessary for more serious incidents.

The mid-day supervisors must be treated with the respect expected by all adults and pupils at Saltburn Primary School. Verbal or physical abuse will not be tolerated.

### Intervention

If a child violently attacks another child or adult and does not respond to requests to calm down, or places themselves at harm by their behaviour then 'positive handling' could be used in pairs of staff, never alone. Staff should never be alone with a violent pupil (See Trust Use of Reasonable Force Policy). The child should be removed from the situation as soon as possible and a member of the senior leadership is called for, who then applies the appropriate sanctions. Record of restraint in Headteacher's / AHT Inclusion's office.

### Children with Particular needs

Saltburn Primary School recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENCo. If a child is not already on the SEN register, the SENCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.



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The class teacher and supporting staff will keep detailed records (CPOMs) of all behaviours and strategies tried to support in discussing children's needs and identify appropriate next steps

### Impact

- To have a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children and governors, based on a sense of community and shared values.
- To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities.
- To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

### What children can expect of staff:

- To listen to them and hear their point of view.
- To be polite and to address them in a reasonable tone of voice.
- To value all aspects of their achievements.
- To be as fair and consistent as possible when they have misbehaved.
- To ensure their environment is safe.
- To talk with them about things that go wrong. We want children to understand why some things are wrong and why we have rules.
- To create a positive environment in the classroom and playground.
- To be in charge and maintain order so that everyone benefits from a safe and positive environment.
- To trust them and care about them equally.
- To treat them as individuals and to take an interest in their lives.
- To be positive when speaking about the pupils in our school.
- To see each day as a fresh start.

### Incident Statement Form

Staff, students on placement or visitors to use this form to report a serious breach of the 'Saltburn Primary School Behaviour Policy'. Where possible, the report should be completed within 24 hours of the incident and passed to the relevant member of the Headteacher/Senior Leadership Team.

INFORMATION ABOUT PERSON MAKING THE STATEMENT			
<b>Full Name:</b>			
<b>Position in school:</b>	Staff member	Student	Visitor



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**INFORMATION ABOUT THE INCIDENT**

<b>Date of incident:</b>	<b>Time:</b>	<b>Involvement of external agencies? Yes/No</b> <b>If yes, who?</b>
<b>Location of incident:</b>		
<b>Description of incident (provide factual information to support the following: what happened, how it happened and factors leading to the event).</b> ..... ..... .....  Attach an additional page if necessary		
<b>Were there any witnesses to the incident?</b>	Yes/No If yes, please provide full names and positions within school: 1) 2) 3)	
<b>Was anybody injured as a direct result of the incident?</b> Yes/No If yes, please provide as much information as possible to describe the injury. A picture of the injury may also be necessary.		
<b>If you answered 'yes' to the above question, was medical treatment provided?</b>	Yes/No If yes, where was the treatment provided? School/hospital/GP	
<b>Please add any other information you feel may be important to help ensure a necessary outcome:</b>		

**DECLARATIONS**

To be completed to confirm that the information provided in the above statement was a true and accurate reflection of the incident being investigated.

Individual completing the statement (print name):

Signature:

Date the statement was completed:





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### **Management of behaviour outside of school**

Teachers may discipline pupils for:

- Misbehaviour on any school organised or school related activities
- Misbehaviour while travelling to and from school
- Misbehaviour in any other way whilst identifiable as a member/pupil of the school (i.e. wearing uniform)

Or misbehaviour

- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil or a member of the public
- That could adversely affect the reputation of the school

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

Teachers have the power to discipline pupils for misbehaving outside of the school gates. (Education and Inspections Act 2006). Non-criminal behaviour that is witnessed by a member of staff or reported to the school will be dealt with as if the event had happened in school.

### **Physical restraint**

In some circumstances, 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

### **Searching and Confiscation**

The school's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so. They will use their discretion to confiscate, retain and/or destroy any item found as a result of disciplinary action. Please refer to the DfE guidance, Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies for further information.

Any prohibited items (appendix 2) found in pupils' possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **CCTV**

Vision Academy Learning Schools and academies may use CCTV for the purpose of maintaining discipline and managing behaviour and safety. Please refer to CCTV Policy.



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#### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy. The safeguarding policy has further information on responding to allegations of abuse.

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

#### **Suspensions and Permanent Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using suspension as a sanction where it is warranted.' ([DfE 'Exclusion from maintained schools, Academies and Student Referral Units in England 2017'](#))

Suspensions will only be used as a last resort and issued by the Headteacher or Executive Headteacher. A pupil can be suspended for failing to meet Saltburn Primary School's behaviour expectations.



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## Appendix 1 Specific Incidents

### Deliberate Vandalism of School Property

- Any pupil found to have deliberately vandalised school property will receive an appropriate sanction ranging from a reflection through to suspension depending on the severity of the incident.
- In all cases parents/carers will be billed for the cost of making good the damage.

### Alcohol

- Any pupil who brings alcohol on to Saltburn Primary School premises will receive a fixed term exclusion.
- If the pupil brings alcohol on to Saltburn Primary School premises a second time, a recommendation of expulsion will be made.
- Any pupil who 'spikes' the drink of another pupil with alcohol will be permanently excluded.

### Weapons

- A pupil who brings a weapon on to Saltburn Primary School premises is likely to be expelled. The Headteacher will make a judgement of the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to Saltburn Primary School premises, the school will inform the police

### Illicit Substances

- Any pupil that uses illicit substances in Saltburn Primary School will result in an expulsion. The school will also notify the police and the pupil's parents/carers

### Fighting

- Pupil's involved in fighting with other pupils will be excluded. This will be a suspension or expulsion, depending upon the circumstances.

### Smoking/Vaping

- This is a non-smoking site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule.
- Pupils breaching the smoking / vaping rule will be given a reflection or if repeated given internal exclusion. A meeting with parents will be held to discuss further sanctions
- Pupils caught in the company of smokers/vapers, will be given a detention
- Parents, visitors and staff may not smoke or vape on the school premises.

### Bringing the good name of the school and/or staff into disrepute

- Any pupil who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances



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## Appendix 2 Searching and confiscation

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', school staff can search a pupil for any item if the pupil agrees.

Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.

If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the student refuses, the teacher can apply appropriate sanctions as set out in the school's behaviour policy.

Headteachers and staff authorised by them (SLT) have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items that Saltburn Primary School will do searches for include:

<ul style="list-style-type: none"> <li>knives or weapons</li> <li>alcohol</li> <li>illegal drugs</li> <li>stolen items</li> <li>tobacco, cigarette papers</li> <li>e-cigarettes</li> <li>cigarette lighters/matches</li> </ul>	<ul style="list-style-type: none"> <li>fireworks</li> <li>pornographic images</li> <li>any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).</li> </ul>
--	--

Prior to a search the Headteacher will be informed of the facts and told of the reasonable grounds for suspecting that the pupil may have a prohibited item on them. The staff member carrying out the search must be the same sex as the student being searched; and there must be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item

### Confiscation

What the law allows:

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline

### Informing parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. Saltburn Primary School will inform parents whenever a search has been done
- There is no legal requirement to make or keep a record of a search
- Schools should inform the individual pupil's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so
- Complaints about searching should be dealt through the normal school complaints procedure



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### Appendix 3 Sexting and Searching

#### Dealing with Incidents of Sexting

##### STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image
- What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?

The situation will need to ensure school Safeguarding and On-line Safety policies are followed

##### STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The decision to view imagery should be based on the professional judgement of the designated safeguarding lead and always comply with the child protection policy and procedures of the school. If a decision is made to view imagery the designated safeguarding lead will need to be satisfied that viewing:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal
- Discuss the decision with the Headteacher
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team



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- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

**Do not search the device if this will cause additional stress to the child/person whose image has been distributed.**

#### Never:

- Search a mobile device in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere

#### Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.



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## Appendix 4 Use of Reasonable Force Policy

### Introduction:

Guidance issued by the DfE in 2013 states: 'Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.'

### Deciding if use of force would be appropriate:

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

### School Guidance:

- Only to be used as a last resort where all other courses of action have failed.
- In such situations only reasonable minimum force must be used and only if:
  - The member of staff is acting to prevent serious injury to the student or others.
  - The member of staff is acting to prevent serious damage to property.
  - The member of staff is acting in self-defence.
- Staff should be absolutely clear in their minds that the situation is an emergency, with potential consequences of serious injury to one or more participants, or serious damage to property if immediate action is not taken.
- Physical force should never be used to deal with disruptive children or as part of behaviour management, except in the extreme and particular circumstances outlined above.
- Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
- The child should be warned quietly but clearly and firmly, of the likelihood of reasonable minimum force being used

### Recording and reporting incidents:

It is essential that where any degree of force has been used a proper record is kept. This will prevent misunderstanding or misinterpretation of an incident and provide a record for any future enquiry. All written records should consider the following points:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress was the incident sufficiently serious in its own right to require a written record. Any use of a restrictive hold would fall into this category.
- Is a written record needed to be able to justify the use of force?
- Is a record needed to help identify patterns in the child's behaviour?
- Were other agencies involved such as the police?



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### Appendix 5 – Technology acceptable use agreement for pupils

Vision Academy Learning Trust understands the benefits technology can have on enhancing the curriculum and pupils' learning; however, we must ensure that pupils respect school property and use technology appropriately. To achieve this, we have created this acceptable use agreement which outlines our expectations of pupils when using technology, whether this is on personal or school devices and on or off the school premises.

Please read this document carefully and sign below to accept that you agree to the terms outlined.

#### User Accounts

- Pupil accounts are to be used by the assigned user / group for school/academy related and educational purposes, personal professional development and careers purposes only.
- Accessing or attempting to access another user's account is strictly prohibited.
- Pupils are required to take all necessary precautions to keep their account secure and must not share their personal account or password with others.

#### Use of Technology

- Pupils will only use Trust systems and devices that they have been given permission to access.
- Pupils must adhere to the online safety guidelines they have been taught.
- Pupils must not store or use personal data relating to a pupil or staff member for non-school related activities on Trust systems and devices.
- At school, during school hours pupils must only use the internet for school related activities.
- Pupils must not attempt to download and run or install additional software on school owned devices.
- Pupils must delete emails from unknown senders without opening them and must not open any email attachments or links they contain.
- Pupils must behave responsibly and not interfere with teaching and learning whilst using Trust systems and devices.
- Trust systems and devices are subject to UK law. Pupils must not use the systems to upload, download, use, retain, distribute, create or access any electronic materials which:
  - May constitute a threat, bullying or harassment,
  - May be slanderous, abusive, indecent, obscene, racist, illegal or offensive.
  - May be a breach of copyright and/or licence provisions
  - Might gain access to restricted or unauthorised areas of the system and/or network, website or other hacking activities
- Pupils must not use the Trust systems for mass unsolicited mailings, commercial activity or the dissemination of junk mail, viruses or malware.
- Pupils must not attempt to "hack" or gain access to permissions, resources or systems that they are not permitted to access.





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### Personal Devices

- Direct connection to Trust networks of devices not supplied by the Trust is not permitted.
  - Pupils with permission to use a personal device, such as a laptop must connect to the guest Wi-Fi network at the school. Please speak to an ICT Technician for assistance.
- Personal mobile devices, such as mobile phones, tablets and media players must not be used on the school site and pupils must adhere to the school's mobile phone rules.
- Personal devices must not be used to record images/audio of other students or staff.

### Social Media

- Pupils will not use Trust devices to access personal social networking platforms
- Pupils must not communicate or attempt to communicate with staff members over personal social networking platforms or email.
- Pupils must not accept or send 'friend' or 'follow' requests from or to any staff member over personal social networking platforms
- Pupils must not publish any comments or posts about the school on any social networking platforms or websites which may affect the school's reputation.
- Pupils must not post or upload any defamatory, objectionable, copyright-infringing or private material, including images and videos of pupils, staff or parents, on any online website or platform.

### Reporting Misuse

- Pupils will ensure that they report misuse or breaches of this agreement by pupils or staff members by means of the school's reporting procedure
- Violations will be dealt with in line with the relevant policy e.g. Behavioural Policy or Child Protection and Safeguarding Policy

### Agreement

I understand that my use of Trust systems and devices including the internet will be monitored. I acknowledge that I have read and understood these terms and ensure that I will abide by each principle.

<b>Name of pupil:</b>	
<b>Class:</b>	
<b>Signed:</b>	
<b>Date:</b>	



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## Appendix 6– Technology acceptable use agreement for staff, governors, volunteers and guests

Vision Academy Learning Trust understands the benefits technology can have on enhancing the curriculum and pupils' learning; however, we must ensure that staff, governors, volunteers and guests use technology appropriately.

To achieve this, we have created this acceptable use agreement which outlines our expectations for staff when using technology, whether this is on personal or school devices and on or off the school premises.

Please read this document carefully and sign below to accept that you agree to the terms outlined below.

### Definitions

- Staff – Used to refer to all staff, governors, volunteers and guests
- Technology – Used to refer to all technological devices and systems

### User Accounts

- User accounts are to be used by the assigned user / group for academy related and educational purposes, personal professional development and careers purposes only.
- Accessing or attempting to access another user's account is strictly prohibited.
- Staff are required to take all necessary precautions to keep their account secure and must not share their account or password with others.

### Use of Technology

- Staff will only use Trust systems and devices that they have been given permission to access.
- Staff will only use their assigned email accounts for official purposes.
- Staff will not use personal email accounts to send and receive personal data or information
- Staff will not share sensitive personal data with any other staff, pupils or third parties unless explicit consent has been received.
- Staff will ensure that any personal data is stored in line with the UK GDPR.
- Staff must delete emails from unknown senders without opening them and must not open any email attachments or links they contain.
- During school hours staff must only use the internet for school related activities.
- Staff must not attempt to download and run or install additional software on school owned devices.
- Staff will only store data on removable media or other technological devices that have been encrypted or suitably pseudonymised.
- Trust systems and devices are subject to UK law. Staff must not use the systems to upload, download, use, retain, distribute, create or access any electronic materials which:
  - May constitute a threat, bullying or harassment,
  - May be slanderous, abusive, indecent, obscene, racist, illegal or offensive.
  - May be a breach of copyright and/or licence provisions
  - Might gain access to restricted or unauthorised areas of the system and/or network, website or other hacking activities
- Staff must not use the Trust systems for mass unsolicited mailings, commercial activity or the dissemination of junk mail, viruses or malware.



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- Staff must not attempt to gain access to permissions, resources or systems that they are not permitted to access.

### Personal Devices

- Staff will ensure that personal mobile devices are either switched off or set to silent/discrete mode during school hours and will only make or receive calls in locations appropriate to do so.
- Staff will not use personal mobile devices to take photographs or videos of pupils or staff
- Direct connection to Trust networks of devices not supplied by the Trust is not permitted.
- Personal devices, such as a laptop must connect to the guest Wi-Fi network at the school. Please speak to an ICT Technician for assistance.
- Staff will ensure that any school data stored on personal mobile devices is encrypted and/or pseudonymised.
- By adding school accounts to a personal device, staff consent to Mobile Device Management, giving permission for the school to erase and wipe data off the device if it is reported lost or as part of exit procedures.

### Web and Social Media

- Staff representing the school online on websites or via school social media accounts will express neutral opinions and will not disclose any confidential information regarding the school, or any information that may affect its reputation.
- Staff will not communicate with pupils or parents over personal social networking sites or email. Contact with pupils or parents will be done through authorised channels.
- Staff must not accept or send 'friend' or 'follow' requests from or to any pupils or parents over personal social networking platforms
- Staff will ensure that they apply appropriate privacy settings to any social networking sites.
- Staff must not publish any comments or posts about the school on any social networking platforms or websites which may affect the school's reputation.
- Staff must not post or upload any defamatory, objectionable, copyright-infringing or private material, including images and videos of pupils, staff or parents, on any online website or platform.
- In line with the above, staff will only post images or videos of pupils, staff or parents for the activities for which consent has been sought.

### Training

- Staff will ensure they participate in any online safety training offered to and will remain up-to-date with current developments in social media and the internet as practical.
- Staff will ensure they employ methods of good practice and act as a role model for pupils when using technology.

### Reporting Misuse

- Staff will ensure that they adhere to any responsibility they have for monitoring pupils use of technology.
- Staff will ensure that they report misuse or breaches of this agreement by pupils or staff members by means of the school's reporting procedure



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- Staff understand that violations to this agreement will be dealt with in line with the relevant policy and that disciplinary action may be taken in accordance with the Disciplinary Policy and Procedures.

### Agreement

I understand that my use of Trust systems and devices including the internet will be monitored. I acknowledge that I have read and understood these terms and ensure that I will abide by each principle.

<b>Name</b>	
<b>Signed:</b>	
<b>Date:</b>	