Palterton Primary School

Behaviour Policy

Approving Body	Governing Board
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Children and Good Behaviour

At Palterton Primary School we like to work alongside families to encourage children to develop as fully as possible. We want to help our children to grow socially, personally and academically and this policy is concerned with fostering good behaviour.
We believe that good behaviour needs to be carefully developed. We think that young children learn best when they are clear about what it is that they are supposed to do, and when they are constantly encouraged to do it. This policy is about how we do this at Palterton Primary School and sets out:

- What we mean by good behaviour
- What we think are the benefits of good behaviour
- How we encourage good behaviour in school.

What do we mean by good behaviour?

At Palterton Primary School we feel that good behaviour means that everyone in school is:

- Caring and kind
- Polite and friendly
- Helpful to each other
- Respectful and considerate
- Thoughtful and hardworking

We want to encourage this behaviour in every area of school life e.g. entering and leaving the school, in the cloakrooms, at lunchtimes, in the playground, at after school clubs as well as during classroom hours.

Benefits of Good Social Behaviour

By encouraging good behaviour we know we will be supporting the ethos at Palterton Primary: one that aims to foster a very positive attitude to life and learning. We aim to promote positive self-image, resilience and respect for the attitudes and values of others.
As well as developing self-confidence, our children will learn the value of friendship in a safe and happy environment where they can grow and achieve. We encourage children at Palterton Primary to play an active role in their education. An environment in which children can feel confident to contribute as active participants can only help them to achieve their full potential and do as well as possible in their school work. They will have a sense of identity with their school and show a high degree of self-motivation.
As adults in school we aim to meet the needs of all pupils and good behaviour helps to facilitate this, enabling us to teach effectively with few behavioural problems. We believe this allows for an uncluttered learning climate in which all children are free to realise their potential.
We welcome supportive contributions from families as there are many benefits to be gained from viewing the development of good behaviour as a home/ school partnership. Families can feel confident that their children are growing personally, socially and academically. They can be assured that their children will receive support when they need it and, above all, they can feel welcome in the school to discuss their children's progress in a positive atmosphere.

How Do We Encourage Good Behaviour?

At Palterton Primary School we want our children to feel that they have a personal investment in the running of the school. This in itself helps to promote good behaviour and we feel that to promote it further children need:

- To know what they are required to do
- To have goals to aim towards
- To be praised, supported and encouraged constantly and effectively
- To have clear expectations about their work and behaviour
- To take responsibility and be involved in decision making.

As adults we:

- Recognise and highlight behaviour as it occurs
- Explain and demonstrate the behaviour we wish to see
- Encourage children to be responsible for their own behaviour
- Let families know about their child's good behaviour.

At all times we believe that positive reinforcement is the best way to achieve good behaviour and we have several systems set up in school to accomplish this.
Firstly, we have a clear set of routines around the school so the children know what is expected of them at a given time.
Children are helped to recognise examples of good behaviour at all times and we feel it is important for children to be involved in decision making that is going to affect them. This will help them to become more responsible for their own actions. Classroom 'rules' are always succinct, catchy and positively phrased.
Adults praise children in public to celebrate their successes as well as highlight and reinforce to others the expectations.
Individual programs and contracts are sometimes organised to help those pupils who find it more difficult to confirm to the agreed expectations. The Headteacher takes responsibility for monitoring these.

Our Reward Schemes & Sanctions

There are times when we feel it is appropriate to acknowledge good behaviour in a special way and the whole school has adopted a currency 'Paltons' to 'pay' the children for their successes and achievements. We still give out stickers and certificates and informal praise through smiles and verbal comments. We operate a 'cashless' system using 'Class Dojo' for situations when giving out physical Paltons could be time consuming or may detract from learning otherwise Paltons are given to the children, which they keep in their wallet. Dojo points are equivalent to Paltons so are added to the children's bank balances.
Each child is 'paid' for their punctual attendance at school, their organisation of equipment (with consideration for their age and ability), self- learning such as homework and their positive attitudes and achievements. The children bank their Paltons each week or spend them in the Paltons shop which is run by the older children.

Celebration Assembly

Celebration assemblies are held in a different classroom, via Teams, each week and celebrate the learning from that class. In this way the whole school shares their learning with each other and the children have the focus of learning reinforced as well as hear positive praise.
Each week children are chosen from their class who have achieved something special in that week. These children are then awarded a certificate and 10 Paltons in the weekly 'celebration' assembly. This assembly also highlights any special achievements outside of school or made by a class in that week.
In addition midday supervisors reward the children by issuing a named cloakroom ticket which is placed in a drum. 4 tickets are drawn out each and those children have a 'Golden Table' experience being served by a member of staff for a lunchtime with music and treats.

Paltons Bank & Paltons R Us shop

The children run a bank where the children 'bank' their Paltons each week. They also run a shop where the currency is Paltons. The children make decisions about whether to purchase items they can afford or whether to save for higher price items.

Although we emphasise the positive behaviour with the children there are situations which require sanctions to address undesirable behaviours. As a school we have continued the theme of currency and we 'fine' the children for their lack of punctuality, organisation and poor behaviours with regard to learning or behaviour.

Any child who does not collect 40 paltons during the week (a child may be given a discount if absent, due to illness, in proportion to their time absent) has to see the Headteacher or Senior teacher to discuss the reasons for this and ways to improve their behaviours for the following week.

If a child has to be fined for poor attitude to learning, physical or verbal abuse they have to bring their fine to the Headteacher or Senior Teacher with an explanation for their fine. If appropriate a parent/ carer may be informed, this is always the case when 3 such incidents have occurred.



Rewards

Arriving at registration on time	2 Paltons
Having PE kit	2 Paltons
Reading @ home 5xweek	10 Paltons
Homework returned	Discretionary in the range of 5-20 Paltons
Act of friendship	5 Paltons
Positive behaviour	5 Paltons
Positive attitude to learning	5 Paltons
Palterton Pride sticker	5 Paltons
Assembly certificate	10 Paltons

Sanctions

The school provides a safe environment, promotes a culture of positive standards of behaviour, takes steps to address inappropriate behaviour, has effective systems in place where children can confidently raise concerns knowing they will be taken seriously and provides safeguarding through the curriculum via relationships education/relationships and sex education, online safety, and other curriculum opportunities. This may include targeted work with children identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

All staff understand the importance of challenging inappropriate behaviours between peers that are abusive in nature. Downplaying certain behaviours will not be tolerated or passed off. Staff will maintain an attitude of '*it could happen here'* and all inappropriate behaviour will be addressed.

The setting deals with a wide continuum of children's behaviour on a day-to-day basis and most cases will be dealt with via school-based processes.

The school recognises that children may abuse their peers physically, sexually, and emotionally. There is a zero tolerance approach to child-on-child abuse; abuse is abuse and this will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Not doing as asked first time/ warning	1 Palton
No homework	2 Paltons
Poor behaviour including answering back	5 Paltons
Misuse of equipment	5 Paltons
Threatening behaviour	10 Paltons
Swearing/ inappropriate language	10 Paltons
Violent or unsafe behaviour	20 Paltons (plus missed lunchtime play)
Proven Bullying	20 Paltons (plus formal warning/ exclusion)
Serious physical abuse to pupil or adult	20 Paltons (plus formal warning/ exclusion)
Vandalism/ Stealing	20 Paltons (plus formal warning/ exclusion)

Every adult in school is able to give and fine children their Paltons but the Headteacher or Senior Teacher is involved with all serious issues of behaviour. Children are reprimanded discreetly and privately in order to ensure that they are not humiliated or embarrassed by making a poor choice or change the opinion or expectation of others about that child. This may not always be possible due to the varied nature of incidents.

These amounts may differ in exceptional circumstances to give a greater reward or sanction but the principles will remain the same.

During a missed lunchtime playtime, which is spent with the Headteacher or Senior Teacher reflecting on their behaviour and agreeing future behaviour targets.

A formal warning is a notification that a child has behaved in a way that would result in a fixed term exclusion if the behaviour is repeated.

Searching and confiscation

The school has powers of searching children should the situation require it. Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

This is under the following key points:

Searching

- School staff can search a child for any item if the child agrees.
    - Schools are not required to have formal written consent from the child for this sort of search – this may simply be a teacher asking a child to run out their pockets or let them look in their bag and for the child to agree.
- Headteacher and staff authorised by them have a statutory power to search a child or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. Prohibited items are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - 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 child).

FAQs

1. Can I search?

Yes, if you are a headteacher or a member of school staff and authorised by the headteacher.

2. Under what circumstances?

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

3. When can I search?

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

During the search

What the law says:

• The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' includes hats; shoes; boots; gloves and scarves.

• 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. A pupil's possessions can only be searched in the presence of the pupil and

another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Also note:

• The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can seize any item, they consider harmful or detrimental to school discipline.

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 pupil's property as a disciplinary penalty, where reasonable to do so.

Also note:

• The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a 'with consent' search so long as it is reasonable in the circumstances. Where any article is reasonably suspected to be an offensive weapon, it must be passed to the police.

• Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Items found as a result of a 'without consent' search

What the law says:

• A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

• Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.

• Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.

• Where they find other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

• Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.

• Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

• Fireworks found as a result of a search may be retained or disposed of but should not be returned to the pupil.

• If a member of staff finds a pornographic image, they may dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or child pornography) in which case it must be delivered to the police as soon as reasonably practicable.
• Where an article that has been (or is likely to be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
• Where a member of staff finds an item which is banned under the school rules they should take into account all relevant circumstances and use their professional judgement to decide whether to return it to its owner, retain it or dispose of it.
• Any weapons or items which are evidence of an offence must be passed to the police as soon as possible.

Telling 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.
• 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 screening or searching should be dealt with through the normal school complaints procedure.

Use of Mobile Phones

Our school is a **mobile phone–free environment**. To ensure a calm, safe and focused learning environment, children are **not permitted to use mobile phones or smart devices at any point during the school day**, including:

- lessons
- transitions between lessons
- breaktimes and lunchtimes

If children bring a phone for safety when travelling to and from school, it must be **switched off** and **handed in or stored securely** in the school office. This is to ensure:

- reduced distractions and disruptions
- improved focus and engagement in learning
- protection against bullying and misuse of technology
- a safe and supportive school culture

This guidance is aligned with national expectations for behaviour and safeguarding in schools.

Expectations for Staff

- All staff must **consistently enforce** the mobile phone rules.
- Staff should avoid using their own phones in view of children unless required for a specific professional purpose.

Expectations for Children

- Children must follow the mobile phone policy at all times.
- The policy and consequences will be explained at the start of each school year and revisited regularly.
- Children will be taught about the risks of mobile phone use and the benefits of a phone-free school environment.

Parents and Carers

- Parents play an important role in supporting the policy.
- The school will provide clear information about why phones are prohibited and how to contact the school office during the day if needed.

Sanctions

- Breaches of the policy may result in appropriate sanctions, including confiscation.
- Confiscated phones may be kept for a proportionate period and collected by an adult.
- Reasonable consideration will be given to children's age, SEND or other individual circumstances when applying sanctions.

Reasonable Adjustments

- Some children may need access to a mobile phone for medical, disability-related or other exceptional reasons (e.g. continuous glucose monitoring).
- In such cases, access will be permitted only for specific purposes at specific times and locations.

Safeguarding and Online Safety

- Online safety will be addressed across the curriculum and through communication with families.
- Children may access their phone when necessary to raise safeguarding concerns related to online issues