



# Simonside Primary School

## Behaviour Management Policy

### 1. INTRODUCTION

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Exclusion Policy
- Special Educational Needs and Disability (SEND) Policy
- PSHE Policy
- Safeguarding and Child protection Policy
- Inclusion Policy
- Complaints Procedure
- Rights Respecting School Policy

**This policy complies with:**

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Behaviour in schools, Advice for Headteachers and school staff (September 2022).

### 2. RATIONALE

At Simonside Primary School, we believe all children and adults in our school are important. Everyone in the school should feel happy, safe, secure and should know their rights. We are committed to enabling all children to access education successfully. Part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

The policy is based on the following aims:

- Developing the whole child, enabling them to take responsibility for their own behaviour through self-regulation
- Children should understand their rights and behave in a way that respects the rights of others
- Providing a welcoming and friendly atmosphere in which the children will feel safe and develop the skills which will enable them to make the right choices

- Encouraging good behaviour and respect for others, preventing all forms of bullying among pupils
- Fostering a positive ethos in which all children feel valued
- Good behaviour should be held in high esteem by all members of staff and overtly and consistently rewarded and promoted at all times
- Good behaviour for learning should always be promoted, allowing children to work and participate to their full potential, completing assigned work in connection with their education
- Children should have equal access to the curriculum
- Establish effective links and co-operation between home and school
- Creating a culture where pupils and staff flourish in safety and dignity.

### **3. RIGHTS RESPECTING SCHOOL**

Simonside Primary is a Rights Respecting School and as such, strongly believes in and promotes the United Nations Convention on the Rights of the Child. We know the importance of children knowing their rights to an education, a safe and friendly environment, a voice and the right to rest and play. Within this learning, it is vital children learn what their roles and responsibilities are to ensure their own and other people's rights are met. Working in partnership with parents and the community, the school endeavours to provide a well-ordered, caring learning environment where pupils can build on their experiences to develop intellectually, to become self-reliant and to co-operate with others.

This policy exemplifies these rights and our practice aims to ensure that the following rights are adhered to:

**Article 3** - The best interests of the child must be a top priority in all things that affect children.

**Article 19** - Every child has the right to be protected from hurt or mistreatment.

**Article 28** - Every child has the right to an education. Discipline in schools must respect children's dignity.

**Article 29** - Every child has the right to an education which develops their talents and abilities, and enables them to live peacefully, protect the environment and respect other people.

**Article 31** - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

We recognise that high standards are best promoted when all stake-holders have a shared understanding of what is acceptable and unacceptable behaviour. We therefore aim for the children at Simonside Primary School to be able to:

1. Learn in an inclusive, ordered, attractive, friendly and stimulating environment.
2. Be respected for their personal qualities, valued for their achievements and acknowledged for their individual needs.
3. Be encouraged to become confident, enthusiastic, self-motivated and independent learners.
4. Feel valued as a member of the school community.

5. Have well planned and organised learning opportunities in which high standards will be encouraged.
6. Be expected to adhere to the School Charter, respect rights and consider others.

#### **4. SCHOOL CHARTER**

There are three main principles of the School Charter which all children are encouraged to adhere to:

1. Be kind (Article 19 – Right to be protected from hurt or mistreatment)
2. Listen and learn (Article 28 – Right to an education)
3. Show respect (Article 29 – Your education should develop your talents and abilities and help you to live peacefully, protect the environment and respect other people)

These principles are referred to and reinforced with children on a daily basis. In addition, each class will design, display and implement their own Class Charter based on the Rights of the Child.

#### **5. ROUTINES**

It is important that children are consistently taught a range of school routines that enshrine the School Charter, including:

- Good attendance and arriving on time to school for the start of the day and individual lessons
- Walking around school in an appropriate manner at all times
- Knowing which areas of the school are ‘in bounds’ during periods of free time i.e. Break and Lunchtime
- Ensuring pupils have a clear understanding of the timetable and arrive at school with the appropriate equipment/clothing to take part in all activities.

#### **6. RECORDING AND REPORTING BEHAVIOUR**

The CPOMs electronic recording system should be used to record behavioural incidents. This recording is a means by which staff can be alerted to changes in behaviour over time which may be indicative of the need for further investigation or intervention. The recording also allows staff to make links between behaviour and relevant background safeguarding information.

Parents are regularly kept informed about their child’s behaviour for learning: Parents’ open meetings; daily contact or meetings at home time; phone calls home; report cards and end of year reports.

Lunchtime supervisors report to class teachers any incidents or concerns they may have. This regular dialogue ensures that information is shared and reported to parents at the end of the day when appropriate.

Recording of exclusions – see Exclusion section.

#### **7. CURRICULUM**

Encouraging and promoting positive behaviour involves everyone and should permeate the whole curriculum. The school uses PSHE sessions to discuss behaviour and British Values/Rights

Respecting issues are addressed through class discussions and whole school assembly themes e.g. 'Tolerance' and 'Respect'.

## **8. RESPONSIBILITIES**

**The respective responsibilities of children, parents and staff regarding behaviour are detailed in the Home School Agreement (see Appendix 3).**

### **Children's Responsibilities:**

- Respect the rights of others
- Work hard and believe in themselves
- Listen and contribute in lessons
- Do all classwork and homework to the best of their ability
- Adhere to the School Charter principles, which are to be kind, show respect and listen and learn
- Attend school every day and arrive on time
- Always wear school uniform and PE kit when appropriate

### **Parent Responsibilities**

The role of parents is crucial in helping school develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents are encouraged to reinforce the behaviour policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

School encourages parents to:

- Talk to their child about school and encourage them to participate fully in school life
- Work in positive partnership with the school and talk to the class teacher if there are any concerns
- Support their child with homework and encourage daily reading
- Ensure their child attends school regularly and on time
- Support the school uniform rules

### **The role of the Headteacher**

The Headteacher must:

- Implement the school behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all children in the school
- Ensure that measures are in place and both general and targeted interventions are used to improve pupil behaviour and help them meet behaviour standards
- Ensure that pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated and proportionate action is taken to restore acceptable standards of behaviour

- Support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy
- Keep records of all reported serious incidents of misbehaviour
- Take the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. (For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified)
- Lead the creation and reinforcement of a positive behaviour culture in which pupils are encouraged to reflect the values of the school
- All staff have the responsibility to follow the school's behaviour policy and the procedures set out therein. The Headteacher will ensure staff are trained to collectively embody the school culture, uphold the school's behaviour policy at all times and respond to misbehaviour consistently and fairly.

## **9. PREVENTING INAPPROPRIATE BEHAVIOUR**

**The prevention of behavioural problems arising is of paramount importance.**

**Attention must be given to:**

- Effective classroom organisation and management
- Consistent and effective referencing to children's rights
- Appropriate curriculum to ensure pupils are engaged, motivated and challenged
- Establishment of effective relationships
- Teaching of co-operative strategies and 'Zones of Regulation'
- Children taking ownership of routines
- Praising and rewarding good behaviour
- Development of self-esteem
- Teaching the language of feelings and fostering Emotional Intelligence.
- Giving children 'a voice' to express their views and opinions.

**More specifically children must be taught:**

- To move appropriately inside the school building
- To respect the rights of others
- To be polite to adults and other children
- To support other children
- To empathise with each other
- To develop strategies to deal with upsetting or aggressive behaviour
- To report incidents of bullying behaviour involving themselves or others.

## **10. REWARDS**

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectation and norms of school's behaviour culture.

Praise and rewards can, and should, be awarded by all staff in and around school as positive reinforcement. These include:

- Non-verbal signals (smiles, gestures etc)
- Verbal praise
- Sharing positive aspects with peers and other adults, including parents/carers
- Stickers
- Class dojo points – these are shared with parents/carers via Class Dojo
- Sharing good work with others
- Communicating praise to parents via phone call or written correspondence
- Receiving awards in weekly Awards Assembly
- Positions of responsibility e.g. school councillors, Prime Minister, rights respecting ambassadors, Eco Committee.

*Class teachers may operate individual reward systems within the scope of the policy.*

To encourage children who are hesitant or unwilling to follow directions and rules, staff must be skilful in building good relationships with the pupils and must employ a range of strategies in conjunction with effective teaching:

- Praise of children nearby
- Non-verbal cues
- Make reference to the 'Zones of Regulation'
- Give children time and opportunity to disclose any pastoral or emotional difficulty
- Visit the child and ensure that the work/activity is understood and at an appropriate level.

If children continue to ignore directions and/or are disruptive, teachers may refer to the School Charter and give a reminder of the consequence so the child has a clear choice about following direction.

### **Responding to Misbehaviour**

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly and assertively in accordance with the school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective for a specific pupil or a general deterrent for all pupils at the school.

- Protection: keeping pupils safe is a legal duty for all staff. A protective measure in response to inappropriate behaviour, for example, may be to remove a pupil from a lesson if they pose a risk to themselves or others.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage or may have misinterpreted the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND, has been subject to criminal exploitation or is experiencing significant challenges at home.

## **11. SANCTIONS**

These sanctions may be given to a child or a class when children do not follow the School Charter. Sanctions need to be consistent and sure to happen in order to be effective. Staff endeavour to be fair and honest. Taking disciplinary action and providing appropriate support/conducting restorative discussions should not be seen as mutually exclusive. They can and should occur at the same time if necessary. Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. School will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

### **Sanction Levels within class/school:**

**Level 1: Non-verbal warning**

**Level 2: Verbal warning/school charter reminder**

**Level 3: Time out in another class (maximum 10 mins)**

**Level 4: Restorative conversation with phase leader**

**Level 5: Restorative conversation with Headteacher/Deputy Headteacher/SENDCO (and phone call/meeting with parents/carers as appropriate)**

**Level 6: Internal suspension**

**Level 7: Fixed term suspension**

**Level 8: Permanent suspension**

### **Sanction Levels at break times:**

**Level 1: Non-verbal warning/closer proximity to where the child is/children are**

**Level 2: Verbal warning/school charter reminder**

**Level 3: Time out on amphitheatre (maximum 10 mins)**

**Level 4: Restorative conversation with phase leader (child to be taken to the office)**

**Level 5: Restorative conversation with Headteacher/Deputy Headteacher/SENDCO (and phone call/meeting with parents/carers as appropriate)**

**Level 6: Internal suspension**

**Level 7: Fixed term suspension**

**Level 8: Permanent suspension**

In order to monitor each child's behaviour over time, the incidents of sanctions from Level 4 upwards will be recorded. In this way, trends or patterns can be identified and decisions made about whether further intervention or support is needed e.g. counselling, SEND referrals, behaviour charts. (See Appendix 1)

## **12. PREVENTING RECURRENCE OF MISBEHAVIOUR**

School uses a range of intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

**Home/School Diaries or Weekly Behaviour Charts** are available for pupils with specific behavioural needs, where deemed appropriate. They are used to monitor behaviour and effectively communicate between school and home.

**Red Cards** – A red card is used when staff need further adult support to manage an incident. A child will go to the nearest adult for support or a teacher can ring for support.

**Orange Cards** – An orange card can be used when staff feel that a child has been 'triggered' and support may be needed (but isn't needed imminently).

**Swearing/Fighting** – Swearing or fighting results in intervention from SLT. Parents will be informed and, in more serious cases, the child will be given an internal suspension the next day.

**Internal suspension** – Children will be given class work outside of the classroom or the Headteacher's office. This could be for the morning or whole day depending on the incident and child.

### **Lunch time suspension**

If a child is regularly causing disruption at lunchtime, the Headteacher may take the decision to exclude a child for a fixed set of lunch times. If this is the case, the parent/carer will be required to collect the child at the start of lunchtime and return them to school after lunch.

### **Fixed-Term suspension**

- in response to a serious breach or persistent breaches of the school's Behaviour Policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The school reserves the right to fix-term suspend any pupil without using the above consequence process. This will be a matter of judgement for the Headteacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017. Initially, suspensions will be for a fixed period (a period of up to 5 days) and if necessary permanent suspension will be considered (in consultation with the school's Governing Body).



**Suspension for serious incidents outside of school.** The behaviour of pupils outside school can be considered grounds for suspension. This will be a matter of judgment for the Headteacher in accordance with the DFE Exclusions from Maintained Schools guidance document 2017.

**In EYFS,** children's behaviour is addressed by the Teacher /support staff and, in more serious cases, parents are informed. Behaviour and expectations in Nursery and Reception are addressed regularly through PSED and Circle Time sessions. The children are assessed for their progress in the Managing Feelings and Behaviour section of the Development Matters Statements.

### **Pupil Support**

Every pupil should be supported to achieve the behaviour standards. Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who need more support. My Support Plans are used for children who have SEND. Where the SEND is likely to affect the child's behaviour in school, the My Support Plan will detail how the child will be supported and the staff who will be involved with this. School will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these.

### **Child-on-child abuse**

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in Keeping Children Safe in Education (Part 5). Each incident will be considered on a case-by-case basis and the response will be led by one of the school's DSLs. As a Rights Respecting school, staff are expected to challenge all inappropriate language and behaviour between pupils and work to create a culture in which sexual harassment of all kinds is treated as unacceptable. Staff have high expectations of pupils and demonstrate and model manners, courtesy and dignified/respectful relationships.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. School is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

## **13. PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Sometimes behavioural difficulties in school are an indicator that a child has a Special Educational Need. When concerns are significant, we may ask our Special Educational Needs Coordinator to evaluate the case and seek additional support for a child, when appropriate. These pupils may require specific behaviour strategies and input or a My Support Plan, shared with parents. Advice from external agencies will be sought where appropriate and the needs of the child, the other pupils in the class and the staff will be taken into consideration (Please also refer to SEND and Inclusion Policy).

## **14. SUPPORT FOR CHILDREN WITH SIGNIFICANT SOCIAL EMOTIONAL AND MENTAL HEALTH PROBLEMS**

All children with SEMH problems will have an individual plan. Support may include:

- Behaviour charts/grids
- Lunch and breaktime plans

- One session per week in a nurture group
- Support from Parent Support Advisor
- School Educational Psychologist time
- Referral to CYPS

## 15. PARENT SUPPORT ADVISOR AND OUTSIDE AGENCY SUPPORT

The school's Parent Support Advisor may support behaviour where referred by the Headteacher or Deputy Headteacher. A referral may be made to Newcastle ASAP specialist teacher if appropriate.

## 16. OUTER WEST LEARNING PARTNERSHIP SUPPORT

The Outer West Learning Partnership can offer support to pupils at risk of exclusion. This may be offered, where appropriate, to aid the inclusion of a vulnerable pupil. The Headteacher will negotiate the terms with the partner school and parents regarding completing a fixed term period of work at a partner school. This will be a restorative process, allowing the pupil time to reflect and complete work away from their designated school. At the end of the period, a reintegration meeting between the school and parents will take place to discuss the outcomes and next steps.

## 17. BULLYING

Bullying is defined as any behaviour which is intended to hurt, threaten or frighten another person or group of people. It is often repeated and can continue over a long period of time.

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Simonside Primary school, we understand bullying makes children very unhappy and they can lose their self-confidence and self-esteem. This often results in children finding it difficult to concentrate on their schoolwork and taking time off school to avoid being bullied. Our approach to tackling bullying is promoted through assemblies, circle time, projects, role play and social stories. The children are made fully aware that all forms of bullying are unacceptable and will not be tolerated. Bullying is often discussed with the children in the context of equality; treating everyone fairly and with respect, no matter their age, ethnicity, gender, culture etc. Damage,

injury or theft and other incidents demand a serious response. We believe raising awareness of the issues increases pupils' understanding and makes them more likely to report incidents.

Bullying will be taken seriously by all staff. Children should be encouraged to tell an adult if they are being bullied or if they know someone who is being bullied. Signs of bullying will be investigated and responded to quickly and appropriately. Each case will be addressed as deemed appropriate but may follow these steps:

- Acknowledge bullying has taken place
- Speak to the 'victim' about the problem, find out exactly what has been happening and when
- Report the matter to a member of the Senior Leadership Team and outline to him/her the strategies used and intentions for follow up action
- Take follow up action to ensure the problem has been resolved. Do this by checking with the 'victim' and the adults involved in monitoring the situation
- Record any incidents using CPOMS

#### **Responsibilities for the prevention of cyber bullying including mobile phone texting/messaging**

- Pupils will be taught about cyber bullying through curricular activities and external consultants
- Pupils and staff are required to comply with the school's Acceptable Use policy and agreement
- Parents/Carers are required to sign the school's Acceptable Use Agreement
- Parents/Carers are encouraged to discuss cyber safety and bullying with their child to supplement learning
- Parents/Carers are provided with information and advice on cyber bullying.

#### **18. PREJUDICE AND DISCRIMINATION**

Children are taught about the importance of Article 2: *You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability or are rich or poor.* Children are taught why homophobic remarks, for example, are offensive. Incidents of not respecting Article 2 are addressed fully by staff and reported to parents as appropriate.

#### **19. THE USE OF REASONABLE FORCE**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical needs.

Staff follow the guidance for reasonable force DfE Guidance 2013 'Use of Reasonable Force'.

## **20. POWER TO SEARCH PUPILS WITHOUT CONSENT**

In addition to the use of reasonable force described above, staff may also use such force as is reasonable, given the circumstances, to conduct a search for the following 'prohibited items'

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

## **21. REMOVAL FROM CLASSROOMS**

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, school will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- b) To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- c) To allow the pupil to regain calm in a safe place.

Once the child has regulated their emotions and can access the learning in the classroom again, they should be supported to return.

Removal should be distinguished from the use of separation spaces (e.g. nurture room) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned resource.

## **22. DISCIPLINE OUTSIDE THE SCHOOL GATES**

School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that school may sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform or is in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- could adversely affect the reputation of the school.

## **23. PUPIL TRANSITION**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## **24. ACCUSATIONS AGAINST MEMBERS OF STAFF**

It is extremely important that any allegation of abuse against a teacher or any other member of staff in our school is dealt with thoroughly and efficiently, maintaining the highest level of protection for the child whilst also giving support to the person who is the subject of the allegation.

If an allegation is proved to be false and malicious, the Headteacher and Chair of Governors may refer to social services to determine whether the child is in need of support or has been abused by someone else. The Headteacher will decide upon the sanction for the pupil who made the false allegation. The Headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or permanently exclude pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed.

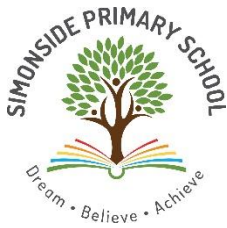
## **25. LUNCHTIMES**

Simonside Primary school is an OPAL school (Outdoor Play and Learning). Social skills are taught through outdoor play at breaktimes and lunchtimes through a variety of open-ended and creative activities. Provision is planned to develop the social skills of communication and cooperation. Staff are skilled at supporting the children in adhering to the School Charter, deescalating any upset or conflict and using praise to reward and motivate.

**Policy reviewed February 2023**

Appendix 1  
 Class Record of Behavioural incidents over time

	A	B	C	D	E	F	G	H	I	J	K	L	M
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## Appendix 2 Behaviour Blueprint

### Simonside Primary Behaviour Blueprint

#### Golden Principles from the School Charter

There are three main principles of the School Charter, which all children are encouraged to adhere to:

4. Be kind (Article 19 – Right to be protected from hurt or mistreatment)
5. Listen and learn (Article 28 – Right to an education)
6. Show respect (Article 29 – Your education should develop your talents and abilities and help you to live peacefully, protect the environment and respect other people)

**Level 1: Non-verbal warning**

**Level 2: Verbal warning/school charter reminder**

**Level 3: Time out in another class**

**Level 4: Restorative conversation with phase leader**

**Level 5: Restorative conversation with Headteacher/Deputy Headteacher/SENDCO (and phone call/meeting with parents/carers as appropriate)**

**Level 6: Internal suspension**

**Level 7: Fixed term suspension**

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**Sanction Levels at break times:**

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**Restorative Questions:**

1. What happened?
2. Why do you think things went wrong?
3. How did this make people feel?
4. What would make the next lesson go really well?
5. What can we do to make things right?
6. How can we do things differently in the future?

Positive moment reminder:

Do you remember last week/lesson/yesterday when you...

Appendix 3  
Home School Agreement

 <b>Simonside Primary School</b> Home / School Agreement <b>2024 -2025</b> <i>Dream, Believe and Achieve!</i> 			
<i>Together we will ensure that</i>		<i>achieves his/her best in all aspects of school life.</i>	
<i>Aims</i> 	<i>As a school we will...</i>	<i>As a pupil I will...</i>	<i>As a parent/ carer I will...</i>
<b>Education</b> <b>Article 28 (right to education)</b> You have the right to a good quality education.	Provide an exciting and stimulating curriculum which will develop and deepen children's learning.	Work hard and believe in myself. I will Dream, Believe and Achieve!	Talk to my child about the school day and encourage them to participate fully in school life. Talk to the class teacher if I have any concerns. Uphold non-racist views.
<b>Home /school links</b> <b>Article 29 (goals of education)</b> Education must develop every child's personality, talents and abilities to the full. <a href="http://www.simonside.newcastle.sch.uk">www.simonside.newcastle.sch.uk</a>	Welcome parents into school regularly for different events. Keep you up to date with news via class dojo/ website and letters. Provide annual reports about your child and parent meetings throughout the year.	Work as a team to ensure all children receive the best education in a happy and secure environment. Promote high standards of progress and attainment. Welcome your views and encourage involvement in school. We will uphold non-racist views. We are an Anti-Racist school and will not tolerate racism.	Support my child with their work, encourage them to try their best and complete any work they bring home. Encourage daily reading at home. Support the healthy eating ethos.
<b>Behaviour</b> <b>Article 31 (leisure, play and culture)</b> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	Encourage high standards of behaviour. Provide a safe and secure environment. Have clear rewards for good behaviour and sanctions for unacceptable behaviour.	Talk to my family about school and share my targets with them. Take letters home and invite them to special events in school.	Work in positive partnership with the school. Attend parent evenings and share relevant information with the school. Read and contribute to the Class Dojo. Share and resolve any concerns with school and avoid publication on social media.
<b>Attendance and Punctuality</b> <b>Article 28 (right to education)</b> Every child has a right to an education	Check attendance and punctuality regularly and contact parents with any concerns. Support families when needed.	Follow the Simonside whole school charter: Be kind Listen and learn Show respect	Encourage my child to behave appropriately in and out of school, online and follow the school charter. Behave respectfully towards all staff, other parents and pupils. Refrain from using loud and inappropriate language on the school yard.
<b>Uniform</b>	Encourage the importance of uniform and the sense of belonging and pride that it creates.	Attend school every day (except when I am not well) and arrive on time. <b>Target: 97%</b>	Ensure my child attends school regularly and on time. Let school know by 8.55am if my child is too unwell to attend school. Pick up my child promptly at the end of the school day.
<b>Signed</b>	<b>Head Teacher: Mrs Thompson</b> <b>Teacher:</b>	<b>Pupil:</b>	<b>Parent/Carer:</b>