



The Pinetree School Behaviour and Attitudes Policy

POLICY	Behaviour and Attitudes Policy
STATUS/DATE OF THIS VERSION	Aut 22 / Amended Mar 22 / Amended Jan 23
APPROVED BY	Board of Trustees January 2023
RATIFIED BY	Board of Trustees
REVIEW	2024

Contents

Vision and Mission statements	Page 3
Code of Conduct	Page 4
Our expectations - Promoting Positive Behaviour	Page 4
Success	
Progress	Page 5
Choices	Page 5/6
Support	
Role of parents/ carers	Page 6
Role of staff	Page 6
Additional support	Page 7
Reflection	Page 7/8
Supporting children and young people through physical containment	Page 8
Incidents	
Reporting and Recording Incidents	Page 8
Absconson	Page 9
Procedures in relation to banned items: Confiscation, searching and screening, smoking and damage	Page 10/11
Incidents involving Sexual harassment and Child on child abuse	Page 11/12
Suspension, Exclusion and supporting ongoing concerns	Page 12
Partner agency involvement and support including Safer Schools Partnership	Page 12/13
Staff induction, development and support	Page 14
Legislation and Statutory guidance	Page 15
Appendix	Page 16

Vision

1.1 The Pinetree School believes:

- That all children and young people have the right to be healthy, happy and safe, to be loved and respected and to have high aspirations for their future
- That children and young people who exhibit vulnerable or challenging behaviour should be appropriately supported to make educational progress in line with their peers or their own trajectory of success
- That successful progress for our most vulnerable and challenging learners benefits the young people themselves foremost, but also their schools, communities, families and ultimately our society and economy.

Mission

1.2 The Pinetree School mission is to Engage, Educate and Empower.

The Short Stay Schools exist to provide high quality education and ensure progress for all our children and young people by developing a high-quality network of alternative provision / specialist academies and services. We believe that circumstances don't limit a pupil's opportunities or achievements

1.3 This policy should be read and reviewed in conjunction with our other Pinetree School policies, including our Safeguarding, Anti-bullying and SEND policies to ensure the consistent support of our children and young people and their families and in acknowledgement of our legal duties as stated in the Equality Act of 2010.

Our Schools provide a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs.

Supporting our children and young people in taking responsibility for good behaviour and ensuring the inclusion of each individual is the duty of every member of our school communities.

In our schools we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and restoration where behaviour does not reach the expected standard and impacts on the safety and wellbeing of others. These are supported and applied consistently and fairly across all of our schools.

Any updates or reviews of this policy will be made available to the whole School Community via our website.

Individual student progress in all areas of their school lives is closely monitored and supported; parents/ carers are informed regularly of progress, achievement and any concerns.

The children and young people referred to our schools, often arrive with a history of poor engagement in educational settings. Our staff support all, in overcoming barriers to active and successful participation in ongoing educational opportunities, through tailored programmes.

2.1 Code of conduct in our Schools we believe:

- **Everyone should feel safe and secure**
- **Everyone should feel cared for and valued**
- **Everyone has a responsibility in creating and sustaining a positive environment**
- **Everyone is equal regardless of race, colour, gender or religion**

2.2 Each day we expect:

- **All children and young people to attend wearing the correct uniform** Our school buildings and school property to be treated with respect
- **Children and young people to behave in a way that does not cause harm to others**
- **Children and young people to act in a way that does not bring the school into disrepute**

2.3 Promoting positive behaviour:

- **Every pupil is treated as an individual** – We get to know our children and young people well, there is a high level of adult pupil ratio and every pupil has a key worker whom acts as a link between home and school. Every member of staff within each school is aware of each pupil's Individual Learning and risk management plans.
- **We listen to each other and work as a team** – Each morning we begin the day with a morning briefing to share information and acknowledge positive observations from the day before. Pupils voice is given a high regard.
- **We offer unconditional positive regard** – To every member of our community, we acknowledge and accept that mistakes can be made but we separate the behaviour from the pupil and support the pupil consistently without prejudice or judgement.
- **We provide opportunities to do differently** – We provide a stable environment in which a secure base can be formed. We offer individualised packages and high levels of pastoral support to overcome barriers to engagement.

2.4 In our schools:

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display classroom rules and expectations and support pupils within these □

Develop positive relationships with all pupils including:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting, promoting and naming good behaviours every lesson

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement and consistent responses to pro-social behaviours.

Whenever we can we name and acknowledge success:

3.1 Progress

Many of our children and young people have experienced school in a negative manner, continually struggling to understand the expectations put upon them within a mainstream environment. The children and young people we support have often experienced a number of exclusions and perhaps permanent exclusion. Therefore, our children and young people commonly arrive to us with a negative view of learning, multiple gaps within their previous education and fear of ongoing rejection and failure. Part of our role is to introduce difference to our children and young people, a positive experience of learning and an environment which supports successful access to the classroom.

Our lessons are tailored to meet the learning needs and styles of all learners. We offer clear and consistent routines to promote a sense of safety and security in the classroom and promote attainment. The progress of our children and young people is not only assessed through educational outcomes but also through a variety of additional assessments focused on social and emotional aspects of their lives.

3.2 Choices

Our children and young people often arrive at school resentful of authority, dysregulated and have a history of poor engagement in educational settings. Through consistent care and unconditional positive regard, we support children and young people with a range of positive alternatives to undesirable behaviour. Our staff continually model positive regard, providing experiences of trusting relationships, consistency and care to support children and young people in developing internal self-regulation. Within the contained environment of our schools we allow children and young people the freedom and responsibility to manage their own behaviour and actively make their own choices with clear understanding of outcomes.

Good choices are rewarded in a range of different ways including:

- A smile
- Verbal acknowledgement of success
- A positive telephone call home
- A postcard sent home
- An entry into a weekly prize draw
- Display on weekly 'Hall of Fame' board
- Reward and recognition time
- Reward trips

4.1 Role of Parents/Carers within our Schools

Our schools offer an educational environment in which children and young people can learn and experience difference, promoting successful outcomes and achievement in all areas of their lives. This cannot be achieved without the support of their parents/carers. We believe that parents /carers have a fundamental role to play in helping their children to learn and progress within our school.

Parents/carers are contacted on a regular basis and form a vital link with school through their pupil's allocated key worker. We are committed to ensuring supportive working relationships with all of our parents/ carers.

4.2 We expect our parents/ carers to:

- Support their child in adhering to our school code of conduct
- Communicate to the school of any changes in circumstances that may affect their child's wellbeing
- Discuss any behavioural concerns with the school promptly
- To take an active part in their child's placement with us. To attend all meetings and respond promptly to any requests for information or support.
- To actively support the ethos of our school directly with their child.

4.3 Our staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and Recording behaviour incidents on Significant Incident Forms.

Where any incident is perceived by the victim, or any other person, to be prejudiced, towards an individual, along with a Significant Incident Form, an additional report to county also needs to be reported and completed at the time and forwarded to the School Support Manager. *This does not replace our in-school reporting system.*

The senior leadership team will support staff in responding to behaviour incidents.

4.4 Our staff support good choices:

As part of our management of children and young people at differing levels of escalation we remind them of the consequences of their behaviours, providing a range of positive alternatives and support to be able to identify their underlying needs and subsequent behaviours.

4.5 When additional support is required:

- **We listen** – we offer an alternative space outside of the area for a pupil to receive support, to acknowledge and discuss difficulties and to discuss return to classroom or activity.
- **We notice** – we name good choices and encourage via positive re-enforcement
- **We separate** - the pupil from the behaviour
- **We provide consistency** – we provide safety and security in the inevitability of our approaches and the openness of our responses

4.6 Consequences:

In our schools we do not punish or blame our children and young people, however as part of creating a safe base for all in our schools, where behaviour causes harm, damage or disruption, we support our children with a range of protective and/ or educational consequences. These may include:

- Reflective conversations to explore understanding of harm and impact on others
- Expecting work to be completed at home, at break or lunchtime or after normal school hours
- Removal from social spaces and/ or from others to protect from harm, including verbal, emotional, sexual or physical harm.
- Letters or phone calls home to parents/ carers
- Agreeing a behaviour contract

- Supporting ownership of behaviours through home – school liaison books □
Reflect, repair and restore opportunities
- Educational opportunities directly related to the incident, supported where appropriate by our Safer Schools colleagues
- Use of reflective areas and ‘small garden’ approaches

4.7 Reflection:

To support opportunities for children and young people to reflect on unacceptable behaviour, there is a space in each centre, referred to as the Reflection area. This is a space where a pupil may be withdrawn for a set period of time, with a named adult to reflect upon the actions that led up to any incident and to consider with support, their feelings and actions at this time. With the support of their named adult, children and young people are then encouraged to consider different pathways and associated outcomes to return successfully to the classroom.

Reflection areas may also be used in cases of unresolved uniform issues, where a pupil arrives at school and does not meet the uniform/ footwear requirements, or where a facial piercing/ extreme hairstyle is in place. A pupil will be supported within reflection until the matter is resolved at the discretion of the Senior Leader or until the end of the school day.

Where assigned work is not completed within these areas, children and young people will be provided with timetabled opportunities to catch-up. Where work continually fails to be completed this will be provided to pupil’s parents/ carers to support their children in completing as part of homework.

4.8 Supporting children and young people through physical containment

Our schools provide a unique environment where the needs of children and young people are met, dependant on their own personal circumstance, or needs at any one time; this can take the form of physical support and containment. At times of heightened anxiety or distress, children and young people are supported by adults trained in the ‘Steps’ approach, a de-escalation, positive and restrictive physical intervention programme. Appropriate action, as is deemed by staff, to be reasonable, proportionate and necessary, is taken to support the safety of others and/ or the possibility of significant damage. Physical containment is always taken in the best interests of the parties involved.

Where there are incidences of harm to others or significant criminal damage, which cannot be safely contained within this, due to physical limitations, on-site provision will not be made available and alternative arrangements will be made. This will be reviewed as part of a risk management plan.

'All school staff members have a legal power to use reasonable force to prevent children and young people committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline; (DCSF – The use of Force to Control or Restrain Children and young people – 2010).

5.1 Recording and Reporting Incidents

Where restrictive physical intervention has been necessary the incident is recorded on an incident form by the staff involved, as soon as possible after an incident, prior to staff going off duty (within 24hrs). This is then signed and approved by a senior member of staff. Incidents involving Restrictive Physical Intervention (RPI) will be reported to main carer/parent.

5.2 Absconson

Due to the vulnerable nature of our pupils, they, at times, have great difficulty in recognising the dangers associated with the wider world. As an organisation we regularly review our practice and safeguarding procedures to ensure pupil safety. As such any pupil who chooses to leave our facilities during the school day will be supported by the procedures outlined in this policy.

Person with Responsibility:

It is the responsibility of all members of staff to report a child/ young person who is absent from their care.

In order to ensure no time is lost in initiating the procedures, the absconson should be reported to the on-site Designated Safeguarding Leader immediately.

Procedure for Absconson from school premises

1. A search of the immediate area or places the pupil is likely to have hidden should start immediately and a note should be made of the exact time the pupil was reported missing.
If a pupil is seen leaving site, they should, where at all possible, be observed and supported in returning to site. If the pupil chooses to walk away, the member of staff will return to the site and contact parent to inform them the pupil has left site at their own risk and will request that the parent call the pupil (if possible) and persuade them to return to the school site.
2. Where it is stated within a pupils Risk Reduction Plan that this is not appropriate, i.e. will result in further escalation or increased risk, the on-site Designated Safeguarding Leader will be informed via school mobile phone.
3. If a pupil cannot be seen or goes out of sight for more than 10 minutes: the on-site Designated Safeguarding Leader will be informed and parents/ carers contacted.

4. If after 10 minutes the pupil is not found, the absconsion is officially reported to the police on **101/ 999** who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.
6. A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be provided to the police.

Parents will be informed on admission and on a regular basis that the school will do everything it can to ensure safety while on the school site but if their child chooses to leave the site they are putting themselves at risk and potentially others at risk.

Procedure for Absconsion while on an educational visit

1. A search of the immediate area or places the pupil is likely to have hidden will start immediately and a note will be made of the time the pupil was reported missing.
2. The School will be contacted and Designated Safeguarding Lead, EVC Coordinator and Head teacher informed.
3. Parents/ carers will be informed.
4. If after 10 minutes an individual is not found, the absconsion is officially reported to the police on **999** who will take responsibility for co-ordinating further action.
5. Parents/ carers will be informed of developments and of the police involvement.

A note of where the pupil was last seen, what they were wearing, specific medical needs and care arrangements will be given to the police.

Due to the vulnerable nature of our pupils, they, at times, have great difficulty in recognising the dangers associated with the wider world. As an organisation we regularly review our practice and safeguarding procedures to ensure pupil safety. As such any pupil who chooses to leave our facilities during the school day will be supported by the procedures outlined in this policy.

Pupils within Key Stages 3 and 4, where evidenced level of risk is low, the above procedures will be adapted and documented, within individual risk management plans increasing response indicators above to a 30-minute window, these will be agreed in advance with parents/ carers.

6.1 Banned Items

Confiscation

Where a student is in possession of banned items, items which disrupt the day to day running of the school or items which are deemed to be inappropriate, these will be confiscated and returned at the end of the school day, where appropriate. These will not be returned prior to this time, except on collection by parent/ carer. Items which are either age inappropriate or items of concern will only be returned to parent/ carer.

Banned Items include:

- Mobile phones/ Electronic equipment
- Camera or recording equipment
- Fireworks
- Age inappropriate/ pornographic material
- Knives/ weapons
- High Energy drinks
- Any illegal substance, alcohol or smoking associated items including e-cigarettes and vapes
- Any items believed to be stolen
- Any article that staff reasonably suspects has been, or is likely to be used:
to commit an offence, or to cause personal injury, or damage to property of: any person (including the pupil).

6.2 Searching and screening children and young people

If staff feel this to be necessary, they can instruct children and young people to turn out their pockets or their bags. Children and young people and their possessions can be searched where the pupil consents. A head teacher/ Senior Leader can also authorise a search of a pupil or their possessions (including bags and lockers) without their consent, for weapons, alcohol, controlled drugs, stolen property or any item within the banned items list.

This may also be done in the attendance of parents/ carers and ultimately by the Police should it be deemed necessary by the head teacher/ Senior Leader.

Any search taking place on school site will adhere to specific guidance in relation to the duty of care to our pupils as outlined in [Searching, screening and confiscation at school – Updated September 22](#)

6.3 Smoking/ Vaping

Smoking/Vaping is prohibited on site to all school attendees. In the case of a child or young person being in possession of smoking/vaping materials the above section in relation to confiscation will apply. In addition to this:

If a child or young person is seen with a lit cigarette/ vape in their possession, or seen within a group of others seen smoking/vaping any of the following will apply:

- Removal of smoking/ vaping items
- Removal of social time
- Report placed on individuals file
- Referral made to school nurse
- Parents/ carers to be requested to attend site
- Referral to Youth Offending Team
- Exclusion

Further details relating to this are available within Behaviour and Attitudes Policy Appendix 1

6.4 Damage

Where wilful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given.

Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any damage to reduce/ avoid costs.

Where this is not possible/ appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/ carers for payment.

Any ongoing or significant incidents of damage will be reported to the Police.

6.5 Incidents involving sexual harassment

Our school has zero tolerance (KCSIE, SEPT 2022) approach to any incidents of sexual harassment including the use of sexist language and any form of sexual assault and child on child abuse.

Sexual Harassment Sexual harassment is a type of harassment involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment also includes the use of sexist language. Harassers or victims may be of any sex or gender. Students, staff and parents must report all incidents to school as soon as possible

Sexual Violence Sexual violence is defined as; any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality, using coercion, by any person. Students, staff and parents must report all incidents to school as soon as possible.

Online Sexual Abuse Online sexual abuse can be any type of sexual harassment, exploitation, or abuse that takes place through screens. Forms of online sexual harassment or abuse include; sending someone hateful or unwelcome comments based on sex; sending "nudes" or coercing another into sending "nudes" or grooming children to enable sexual abuse either online or offline. Students and parents must report all incidents to school as soon as possible.

Where possible, a 'follow up' conversation will be had with both the victim and perpetrator (separately)

6.6 Child on child abuse

Child on child abuse (also known as peer on peer abuse) is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally.

All child on child abuse is unacceptable and will be taken seriously. Child on child abuse will be referred to the Designated Safeguarding Lead.

Our school sites promote positive behaviour and our school curriculum includes education opportunities to minimise incidents of child-on-child abuse.

We specifically address child-on-child abuse through our 'Me and my world' RSE curriculum.

7.1 Suspension and Exclusion

The decision to exclude any pupil within school is taken as a last resort and in relation to maintaining the safety and wellbeing of everyone within school. As a school we have a duty to ensure the safety of individuals and the right of everyone to be able to learn.

There is no formula for deciding if, or for how long, a suspension may need to take place. Each case will be judged on an individual basis considering:

- the seriousness of the incident □
- the pupil's current behaviour pattern
- extenuating circumstances
- whether the behaviour policy has been followed at every stage
- the impact on others within our school.

We know that where children and young people are suspended for prolonged periods of time, successful reintegration is less likely, therefore wherever possible any suspension will be limited to 1 day.

In relation to behaviours that pose a significant health and safety risk, i.e. Climbing on a school roof, an initial suspension of 3 days followed by a 5-day suspension following a second offence will take place, a package of support will be made available to support successful re-integration and access to school, however, a further incident of this nature will result in the end of a placement either by planned transfer or permanent exclusion.

Any decision to permanently exclude is at the discretion of the Head of the School.

7.2 Ongoing concerns

In our schools we believe in the right of every pupil to experience a safe, consistent and caring environment. Everyone within school has a right to learn and a right to remain safe. Where a pupil is continuously behaving in an unsafe manner, and there is continued evidence of harm over a period of time, further support may need to be considered.

An initial meeting between professionals and parents/ carers will take place outlining concerns and detailing events leading to this point; this will be reviewed on a fortnightly basis as part of a **Placement Support Plan**.

As part of the plan where an Education, Health, Care Plan is in place the EHCP coordinator will be contacted to inform of concern and the presence of a support plan. The pupil will also be raised to the Heads of schools as a pupil of concern.

Where necessary and in agreement with the Head of School and only in exceptional circumstances, a modified timetable may be utilised to support successful experiences within school, placement support plans are limited to a maximum of a 20-week (10 reviews) period (at the discretion of the Head teacher).

If following the completion of the review cycle, safe access to full time provision cannot be accessed opportunities for ongoing onsite provision will be reviewed.

8.1 Partner agency Involvement and Support

We work pro- actively with partner agencies to develop our children and young people understanding and knowledge of their community, this includes drop in sessions by health, the police and other agencies.

Where necessary our schools reserve the right to involve the police in any matter where a pupil has acted unlawfully. This may include:

- Assault on staff or children and young people
- Criminal damage
- Theft
- Carrying of illegal substances/ weapons

8.2 Safer School Partnerships

The Safer Schools Partnership is a positive way for all schools to demonstrate their commitment to promoting a safe climate of learning and to prevent crime.

Over the course of the year a Safer Schools Officer will deliver age appropriate key messages to the students in assemblies and lessons including Internet Safety, Healthy Relationships, Sexting, Child Sexual Exploitation, Anti-Social Behaviour.

8.3 All Safer School Partnerships (SSPs) aim to ensure:

- Safety of children, young people, staff and the school site and surrounding area/community
- Help for children and young people to deal with situations that may put them at risk of becoming victims of crime, bullying or intimidation, and to provide support to those who do.
- Focused enforcement to demonstrate that those that do offend cannot do so without facing consequences.
- Early identification, support and where necessary challenge of children and young people involved in or at risk of offending
- Improved standards of behaviour and attendance, and less need for exclusions
- More positive relations between young people, the Police and the wider community.
- Effective approaches to issues beyond our school sites that negatively impact on pupil safety and behaviour.

For more information about the Safer Schools Partnership - please go to:
<http://www.norfolk.police.uk/advice/child-protection/safer-schools-partnerships>

Staff induction, development and support

All staff receive training and guidance in relation to this policy as part of our school's induction and ongoing training opportunities.

All staff are required to meet their duties and functions as outlined within this policy and as set out within training provided.

Staff are actively encouraged to develop their practise through further support and training opportunities and more formally via the program of National qualifications.

Appendix

It is important to note that the journey **to** and **from** school is deemed part of a children and young people day and as such remains under the guidance and direction of this policy.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools – Updated September 22](#)
- [Searching, screening and confiscation at school – Updated September 22](#)
- [Keeping Children Safe in Education – Updated September 22](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

In addition to this, reference has also been made to:

- [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



Appendix 1

Pinetree Behaviour Strategy – Spr 22

Pinetree School is an Alternative Free School. It is a highly specialised provision which caters for KS3 /4 pupils who have an EHCP for SEMH needs and have been unable to have their needs met in mainstream provision

Admissions

Pupils offered a place at the Pinetree School will have an Education Health Care Plan (EHCP) in place. Placements at the Pinetree School are available in the following situations:

- Permanently Excluded Students
- Children Missing Education

Permanently excluded students between year 7 and year 11 may be admitted to The Pinetree School if they are permanently excluded from School upon receipt of a referral from their County Council admissions team.

All staff are responsible for the implementation of the Behaviour Policy and The Pinetree Behaviour Strategy

Introduction

This strategy runs in conjunction with and alongside the UET Specialist Provision- Pinetree Behaviour and Attitude policy.

Vision:

The Pinetree School is a community which re engages young people in education where they are recognised as individuals and are encouraged to attend better, learn better, behave better and live better lives

Our Pinetree Principles

- Respect
- Trust
- Kindness
- Honesty

These principles are key to the forming of positive relationships with each other, staff, parents/ carers and for life beyond school. They all must be adhered to, to form long lasting positive relationships. These principles are aligned with our school's vision – to learn better, behave better and live better lives.

The implementation of the also plays a key role in our behaviour strategy. To support our pupils to become informed decision makers based on self-reflection.



Pinetree Ethos:

- Everyone should feel safe and secure
- Everyone should feel cared for and valued
- Everyone has a responsibility in creating and sustaining a positive environment
- Everyone is equal regardless of race, colour, gender or religion

The Pinetree School provides a welcoming, caring environment where children and young people are supported and encouraged to learn through personally tailoring curriculum opportunities and approaches to meet individual needs. The Pinetree School supports our young people in taking responsibility for their behaviour and ensuring the inclusion of everyone. At Pinetree School we provide system of rewards for good or improving behaviour and pathways for reflection, reparation and restoration where behaviour does not reach the expected standard and impacts on the safety and wellbeing of others. These are supported and applied consistently and fairly across all our school

Pinetree Behaviour Strategy

At The Pinetree School want all our pupils to be a **credit** to us and we have a responsibility to teach pupils how to behave better we use our credit system to support the improvement in behaviour through reward and consequence

You are a credit to The Pinetree School! What does the behaviour and learning need to look like?

4 Credits- In appropriate uniform/ no mobile and no smoking

- I demonstrate good behaviour and I always follow all principles
- I always take an active part in the lesson
- I show full commitment and produce work that always reflects my ability

3 Credits- In appropriate uniform/ no mobile and no smoking

- I demonstrate acceptable behaviour and I am kind and respectful of others for in the lesson throughout.
- I take an active part in the lesson and follow all staff instructions
- I complete the expected work, using feedback throughout the lesson.

2 Credits-

- I have behaved in an acceptable way for some of the lesson and follow the principles for part of the lesson
- I have made some effort to take part in some of the lesson.
- I have followed basic staff instructions

1 Credit

- I have followed the Pinetree principles for a short time
- I have engaged for a short period of time
- I have completed little work



NO CREDITS FOR ABSENCE, NON-REGARD FOR THE PINETREE PRINCIPLES OR NON-ENGAGEMENT WITH LESSON

Guide to what ‘Good’ behaviour in the classroom and school needs to look like:

‘Good’ behaviour in the classroom:		‘Good’ behaviour around the school:
Arrive on time and line up outside	1	Be polite, respectful, and kind at all times
Enter and work quietly throughout the lesson	2	Always wear the correct uniform
Sit and remain on designated chair according to seating plan	3	Keep mobile phone out of sight throughout the day
Engage in all parts of the lesson	4	Refrain from smoking
Work quietly and always use appropriate language	5	Enter, remain, and engage in all lessons
Be kind and respectful and always follow all Pinetree Principles	6	Respect all the school’s public areas
Ensure mobile phone is not seen throughout the lesson	7	Always use positive and appropriate language
Follow all teacher instructions	8	Bring only appropriate food into school
Always try your best and completed all assigned work	9	Put litter in the bins provided
Wait behind chair to be dismissed	10	Follow all adult requests

Credit Card rewards

Credit card rewards are given for each timetabled lesson. There are 6 lessons a day therefore the maximum credit score per day is 24. Scores are calculated on a daily, weekly and half termly basis

Alongside positive praise and positive reinforcement the following tangible rewards will be on offer :

Frequency	Criteria	Outcome
Daily	Grades of 3 or 4 thorough out the day	Able to access and choose form 3 enrichment session
	Those pupils who do not achieve the required credits –	

Behaviour and Attitudes Policy

	complete reflection /reflection logs / catch up work	
Weekly	The pupil who scores the highest credit	Voucher - 5 pounds
	Pupils who wear the appropriate uniform – entered into a raffle	Voucher – 5 pounds
	Pupil of the week on a possible named behaviour or change in behaviour	Voucher – 5 pounds
	The tutor group who have scored the highest number of credits throughout the week	Tea & Biscuits
Half termly	The pupil who has scored the highest number of credits in each tutor group	Voucher – 5 pound
	Pupils who have scored 540 credits	School trip or item of choice
Termly	Tutor group which scores the highest number of credits over the term	Tutor trips or item of choice etc. This can be held over from the previous term

Exemplar Credit Card

Name	Pupil A			Pupil B			Pupil C			Pupil D		
	Score	Cons	Reason	Score	Cons	Reason	Score	Cons	Reason	Score	Cons	Reason
Lesson												
Key: Lesson	Consequence:											
CUW: Lesson	Catch Up Work											
RC: Lesson	Restorative Conversation											
EC: Lesson	Educational Consequence											
RM:	Restorative Conversation											

Achievement Assembly

An achievement assembly

Achievement Assembly

An achievement assembly is held every Friday in order for the whole school to award and celebrate special achievements. The assembly also gives pupils the opportunity to share outstanding work.

During the assembly specific curriculum awards will be given out. The following achievements will also be recognised during the assembly;

Work of the Week

Pupils throughout the week will be recommended for a certificate by staff if they have completed an exceptional piece of work during a lesson. All of the pupils who have been recommended for work of the week will be called out during the achievement assembly and receive a certificate, highlighting the exceptional piece of work.

Pupil of the week

The pupil who has achieved the most credits across the week will win the pupil of the week and receive a £5 gift voucher

Uniform Prize

Pupils who wear uniform everyday will be entered into the uniform prize and the opportunity to win a £5 gift voucher.

Outstanding Achievement award

To win the outstanding achievement award a pupil must be nominated by a member of staff via email in preparation for the Achievement assembly. The outstanding achievement award will then be selected by the Head of School

Pupil's Day of Celebration

At the end of each academic year the school holds a pupil's day of celebration. Progress awards are presented for each academic lesson in which pupils must have shown considerable improvement in aspects of their work and behaviour, or maintained their excellent progress in that subject.

Other awards which are presented are KS3 & KS4 make a change award, Attendance, Outstanding Achievement award, community award, Pupil of the Year and other selected awards.

Key:	Reason:	Key:	Reason:
		DP	Damage to Property
Abs	Absconding	Dis	Discrimination
VA	Verbal Abuse	DB	Dangerous Behaviour/ roof
PA	Physical Abuse	OW	Offensive Weapon
Sm	Smoking		

All Staff are trained in the Norfolk Step On Approach as a strategy to support pupils in their behaviour

The aim of all staff at Pinetree School is to provide an environment that is safe and secure through a 'whole school approach' to behaviour.

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using non-confrontational approaches when communicating with others is central to the school's strategy. A summary of the non-confrontational de-escalation techniques can be found below:

- **Communication/verbal advice and support.** Early intervention needs to be clear, positive and non-confrontational. If pupils are spoken to in the mode of 'critical parent', a negative response is likely. Awareness of tone of voice, body posture and eye contact are as important as communication needs to be non-threatening, calm and assured. Staff should seek to support a pupil when they are showing signs of agitation/distress/anger and support/advise them according to the situation
- **Belonging** - for pupil whose behaviour is rooted in their insecurity, it is important that they feel accepted and respected as individuals. **Reject the behaviour not the person** by showing that you care despite the difficulties
- **Distraction/redirection** – divert the pupil's attention from a potentially inflammatory situation to something in which he/she has an interest
- **Reassurance** – support, comfort and encourage a pupil in a situation in which they might be feeling helpless, vulnerable, possibly defenceless and exposed to a risky environment
- **Planned ignoring** – at times, highly provocative and attention seeking behaviour can be ignored to good effect. The skill is knowing when to ignore and when to intervene. Good practice is based upon Risk Assessment
- **Exit Strategy** – All pupils can have 5minutes exit strategy where they can remove themselves from the lesson **with named place to go to in discussion with tutor and shared with all staff** before reengaging once the time has lapsed.
- **Humour** – possibly the most effective and most commonly used strategy. Although self-explanatory, staff should make sure the humour is used in the right context for the particular pupil
- **Calm talking stance** – staff should endeavour to maintain a calm, confident and objective approach in conflict situations
- **Negotiation/being objective** – the ability to listen and talk to pupils and come to an agreement by setting limits and offering options. This will allow a 'back door exit' from the situation that will help keep their pride and dignity intact as well as that of the staff member(s) involved
- **Change of face** - if there is an incident where the adult present is seen to be aggravating the situation, it should be assessed as to whether moving the adult out of the situation may diffuse the issue. This should be done leaving enough staff to control the situation.
- **Success reminder** – remind the pupil of a previous occasion when they successfully managed a volatile situation of a similar nature. If they are feeling particularly low, look to remind them of something they did in the past that made them happy/proud/feel good

- **Support through daily routine** – a bored pupil is more likely to present with negative behaviours and therefore a strong daily routine of active engagement in the classroom and in social times, reduces their need to act out inappropriate behaviours

Managing Inappropriate Behaviours

Rule Reminders and Scripts

There will be times when our pupils find engaging in learning challenging and remaining safe difficult. During episodes of inappropriate behaviour staff should use scripts to deescalate a situation. Each phrase or reminder should start with:

Staff verbal Script to inappropriate behaviour

1. 'At Pinetree we are..... and what key principle needs following.
2. You are(name the behaviour)
3. You need to stopthank you
4. If continues .I would like to support you to make this better ?

Additional scripting maybe utilised – see below:

1. Childs Name
2. I can see something is wrong/ happened
3. I'm here to help
4. You talk I'll listen
5. Come with me and....

Once the pupil is calm and ready to reengage the staff member could use the restorative script to find out what happened and begin then reflection process. This gives the pupil a chance to put the issue right now. The restorative script is below:

- What's happened?
- What were you thinking at the time and what are you feeling now?
- Who's been harmed/affected?
- How can everyone do things differently in the future?
- How can we put things right?
- How can we put things right now?

Uniform

At the Pinetree school we believe a dress code as we believe it is important as it prepares pupils for life outside of school regardless of profession. It's important that pupils look smart whilst at school, have a sense of identity and a pride in their appearance. The uniform consists of:

Behaviour and Attitudes Policy

- **Trousers, chinos, leggings & skirts** plain black. No jeans or jeggings etc. Skirts should be around knee length. In hot weather, pupils may wear tailored shorts.
- **Shirts, Polo Shirts & Blouses** – plain white which should not include a logo which is bigger than the size of the palm of a hand.
- **Jumper or sweatshirts** – black or grey in colour. Logos can be worn as long as they do not exceed the size of the palm of a hand. Black or grey button up and zipped cardigans. **No hoodies should be worn.**
- **Piercings** – Any piercings other than studs will have to be removed before entering the school this includes nose & tongue rings. In some circumstance a flat, tongue retainer can be provided to ensure a consistent education can be delivered to the pupil.
- **Long acrylics, gel or nail extensions** – Nail length should be no longer than 2cm from the cuticle due to health and safety risks.
- **Footwear** – All footwear should be black No open toe footwear or high heels can be worn.



Behaviour and Attitudes Policy



Behaviour and Attitudes Policy



Consequence

- If a pupil arrives at school inappropriately dressed then tutors will support the pupils in changing into the correct uniform. If a pupil refuses the support then they will be reminded of what is expected of them and the importance of following the guidelines.
- In the first instance pupils will be offered to change into the correct uniform.
- Pupils not wearing the correct uniform will not be able to achieve more than a 2 and will not be able to take part in enrichment
- Tutors will call parents to discuss issue and support uniform being worn the following day

Phones and other devices

The school appreciates that mobile phones are part of daily life . Mobile phone usage is not permitted during lesson time. Pupils are able to use them appropriately during break and lunch times.

Consequences

- Verbal Reminder - At Pinetree we trust you with holding your mobile phoneYou can have it out in lesson – that needs to go away – thank you
- Any pupil seen using their phone during lesson will have their credits reduced to no more than a 2
- Teachers and tutors will contact home and ask that the mobile phone is handed into a member of staff the following day
- Persistent inappropriate use of mobile phones will result in a suspension

Smoking /Vaping

The Pinetree is a no smoking establishment.

Consequence

- Verbal Reminder – ‘ At Pinetree we do not allow smoking on our site ’
- On the first occasion a warning letter will be issued to parents/carers and pupils and advise to ensure pupils leave all tobacco at home.

Behaviour and Attitudes Policy

- Alongside the warning letter, pupils will need to complete an educational based consequence and have a meeting with parents to sign a no smoking agreement.
- Stop smoking support explored
- Any pupil who continues to smoke on the school site, will be suspended for the rest of the day and parents ask to either collect and or pupils will need to pay for transport home

Damage to School or Personal Property

Consequence

- Verbal reminder -At Pinetree School we respect our property. You are.....It needs to stop...thank you
- May include pupils completing reparation work
- Parents will be notified by phone and a letter detailing the damage caused, the circumstances surrounding it and the cost of repair.
- The school will then set up a reimbursement plan in order to support the pupil and parents/carers in repaying the damage. The reimbursement plan or parents/carers being asked to pay for the damage
- Individual pupils reward money may be penalised if any outstanding damage has not been resolved.

Missed Learning

Consequence

- Verbal reminder ' At Pinetree School we are here to learn...Name the behaviour – Redirect – How can I support you to make a better choice ?
- Loss of credits and enrichment opportunity
- Any missed learning will result in the loss of enrichment and reflection being given during P6
- Phone call home made by teachers
- Work missed should be recorded as missed learning and recorded on the pupil's tracker.
- Parental meeting arranged

Absconding

Consequence

- If a pupil absconds from the school site, then parents/carers will be informed immediately

Behaviour and Attitudes Policy

- Once a pupil is out of sight of a member staff for over 10mins then the Police are notified on a 101 and parents informed of our actions. If a pupil returns to school site then an assessment is conducted
- Leaving the school site will result in reflection time during P6 and completion of an educational consequence during this period.
- Items are asked to be put away on handed in to be returned at the end of the day.
- Any pupil causing disruption to the local community will be given a fixed suspension and potentially any travel costs needed if parents are unable to collect.

Physical Threats and Abuse

The Pinetree School does not tolerate any form of violence towards either staff or pupils. Anyone who becomes physically aggressive will be deescalated using Norfolk STEPS ON guidance.

Consequence:

- Verbal Reminder – At Pinetree we treat people with respect ...Name the behaviourNeed to stop .Pupils will need to complete reflection of the incident during P6
- After 1st offence Victim and perpetrator will need to hold a restorative meeting
- After a 2nd offence pupils will serve a fixed suspension and a parental meeting called
- After 3rd offence pupils are placed on a PSP and fortnightly meeting with parents

Pinetree school does not practice Restrictive Physical Intervention therefore acts of physical aggression towards any member of the school community cannot be tolerated. Any significant or persistent acts of violence may result in a PEX

Verbal threats and Abuse

The Pinetree School does not tolerate any form of violence towards either staff or pupils. Staff are required to use the de-escalation scripts in the first instance

Consequence:

- Rule Reminder 'At Pinetree School we are kind and respectful.
- Follow up restorative conversation between victim and perpetrator
- Phone call home
- After repeat offences a parental meeting will be called between teacher and parents.

Bullying

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be investigated and bullying will not be tolerated. All incidents of bullying will be recorded onto SIMS and/or CPOMS. The pupil displaying unacceptable behaviour will have a consequence put in place and parent/carer will be informed of the incident.

Consequences

Consequences which may take place are:

- a verbal/written apology (as appropriate to the child's age and level of understanding),
- Educational consequence on bullying during a chosen reflection time or afterschool if appropriate (any additional costs will bill to parents)
- Internal exclusion
- Meeting arranged with parent/carer and contract agreed and signed.
- In extreme or persistent cases of bullying pupils will serve a fixed suspension

If the pupil displays an ongoing lack of response to the consequence or there is no change in behaviour then the school will consider an alternative timetable or fixed-term exclusion. The Pinetree school supports all pupils, staff or visitors who wish to report any incidence of bullying to the police and this decision is held with the victim.

Discrimination

Pinetree School strives to ensure that the culture and ethos of the school are committed to ensuring that equality and diversity is observed and that any prejudice-will not be tolerated. All incidents of discrimination will be recorded onto a SI form and PRI form along with CPOMS.

Consequence

Our aim with all incidents is to educate pupil around their behaviour through a range of educational consequences. Depending on the context / severity of the incident these include

- Exploration of 'prejudice' with an adult
- Restorative meeting between victim and perpetrator
- Verbal/written apology (as appropriate to the child's age and level of understanding)
- Meeting arranged with parent/ carer and contract agreed
- Educational consequence during reflection
- Educational consequence after school (where appropriate accompanied by parent/

carer)

- For repeat offenders a suspension may be necessary

The Pinetree school supports all pupils, staff or visitors who wish to report any discrimination or hate crime to the police and this decision is held by the victim.

Dangerous and unsafe behaviour

The Pinetree school has a responsibility to keep all pupils and staff safe. Pinetree cannot tolerate pupils acting in a dangerous and unsafe manner including climbing onto the school roof.

Consequence:

- First time of incident the pupil will receive an educational consequence during P6
- Phone call home
- Repeated incidents will receive a fixed term suspension

Persistent disruptive

The Pinetree school is a place where all pupils should be allowed to learn, and pupils interrupting that learning is not tolerated by school staff. Pupils who repeatedly disrupt the learning of others whether in their own or other classrooms will receive the following consequences:

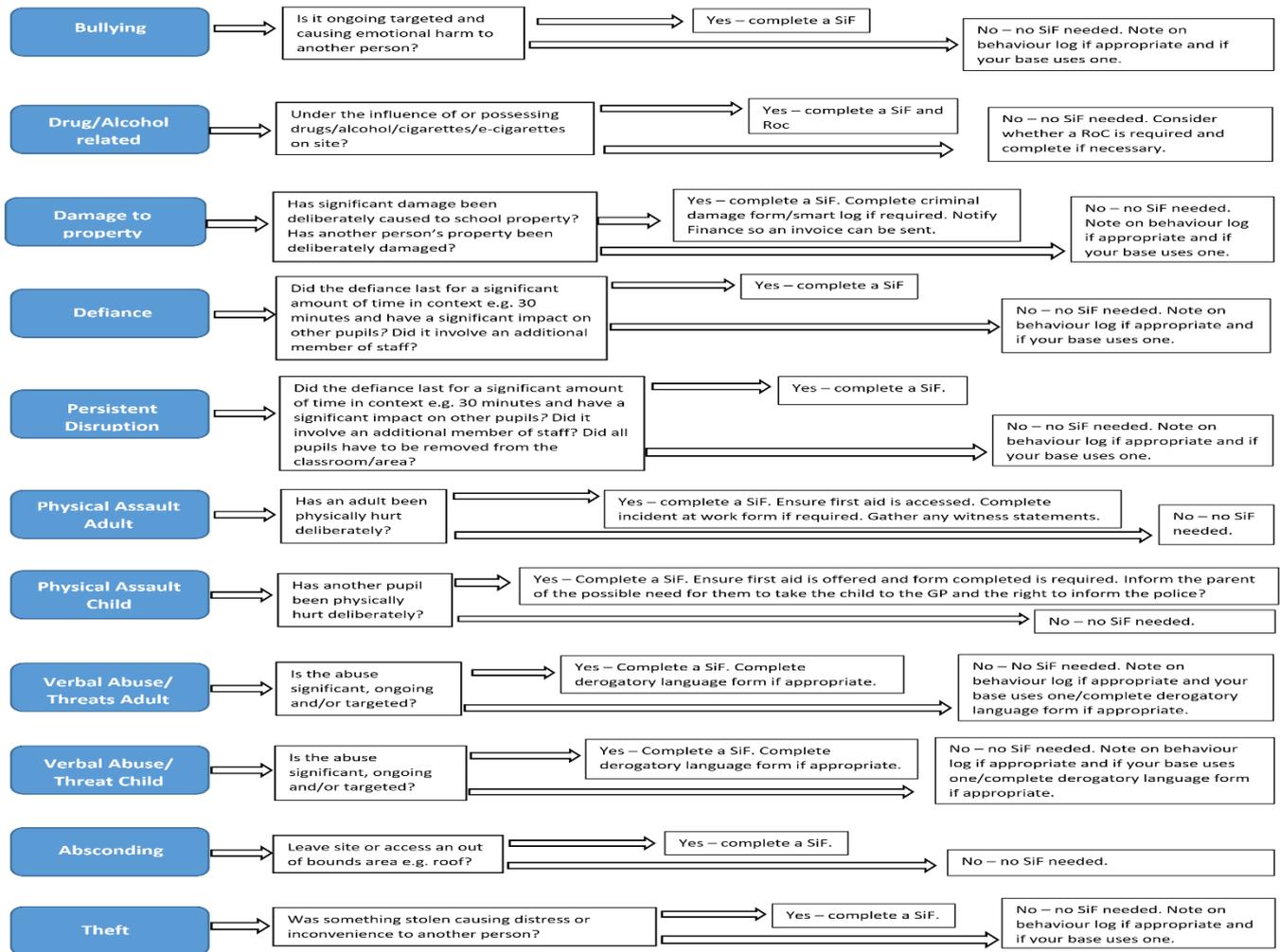
Consequences

- Verbal Reminder – At Pinetree we treat people with respect ...Name the behaviour
..Need to stop
- Pupils will need to complete reflection of the incident during enrichment

Reporting of Behaviour

All behaviour that is deemed a significant incident should be reported on a SI form and handed into a member of the pastoral team in the pastoral office. Please refer to SI flow chart for further guidance on a significant incident. Not all inappropriate behaviour is a SI. Staff are skilled in addressing low level behaviours which should be then be recorded on the pupil tracker with actions taken.

Behaviour and Attitudes Policy



Pupils' behaviour causing significant and persistent concern

In some circumstances a modified timetable or Pastoral Support Plan (PSP) may be implemented to respond to extreme or persistent inappropriate /disruptive behaviour. This will be based on recorded behaviour data though SIMS .

The modified timetable may be implemented outside normal school hours or may involve temporarily reduced hours inside school. These modified timetables or Pastoral Support Plan will be reviewed regularly.

School Structures and Routines

Arrival

Behaviour and Attitudes Policy

- Pupils are met by member of SLT in car park
- Pupils escorted inside where they order lunch
- Pupils met by HoS and expected to hand phone in
- Pupils escorted down to dining hall for breakfast or tutor time
- 1 member of staff from each Tutor is in waiting in corridor for pupils to arrive.

Lessons

- Teachers dismiss pupils promptly and are ready for next group
- Teachers greets pupils by the door
- Pupils line up outside room to 'settle'
- Any additional phones handed in
- Staff teach appropriate behaviour expectations such as enter quietly and sit on chair
- Those ready to enter should enter the lesson
- Pupil set ready for lesson – starter on the board ready
- Pinetree QFT followed
- Pupils start behind chairs ready for end of lesson – plenary questions
- TA in room waits by door for pupils to be dismissed
- When dismissed pupils escorted to next lesson by TA

Break/ lunchtimes

- Following dismissal from P2/ 4 pupils are escorted by staff to hall
- Pupils wait outside until ready
- Pupils enter and sit ready for food/ drink
- Pupils wait to be called up to get food/ drink
- After finishing lunch pupils engage in lunch activities programme

Enrichment/ Dismissal

- Pupils return to tutor rooms to round up day, and complete any consequences
- Once consequences complete pupils go to enrichment activity
- Pupils are dismissed from their enrichment area
- Pupils are dismissed by member of SLT on arrival of their taxi