



Behaviour Policy

Here at Pil Primary School we 'Take Pride in Learning and Small Steps to Achieve Big Ambitions'.

The UN Convention on the Rights of the child, Article 3 states that "Everyone who works with children should always do what is best for each child."

Introduction

This policy sets out the expectations of behaviour at Pil Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day. This is closely linked to our ethos and mission statement of our school. This policy also links to the school Anti-Bullying policy.

Aims

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe
- To help pupils develop self-respect, self-control and accountability for their own behaviour
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others
- To encourage the partnership between home and school

We are a caring, inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school's behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and Governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration.

Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned curriculum
- Effective classroom management
- Adult role-modelling
- Whole school behaviour management plan
- Playtime and lunchtime provision
- Personalised programmes/ support from outside agencies

Curriculum and Classroom Management

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Staff Responsibilities

- To role model good behaviour and positive relationships
- To create a positive climate with realistic expectations
- To emphasise the importance of values and being valued
- To provide an effective learning and teaching environment
- To encourage positive relationships based on kindness, empathy and respect
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions
- Show appreciation of the efforts and contributions of everyone

All teachers, support staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

School Rules

1. We listen to the chosen speaker
2. We show kind and caring behaviour to others
3. We respect other people and their property
4. We always give of our best in everything we do
5. We attend school every day on time

Rewards

We aim to create a healthy balance between rewards and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour.

Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

1. Verbal praise
2. House points
3. Note home, sticker, raffle ticket
4. Certificate or pupil of the week
5. Class reward

Dealing with inappropriate behaviour

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ a number of consequences if unacceptable behaviour escalates to enforce the school rules, and to ensure a safe and positive learning environment.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence. A variety of low level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on task. If

the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour,

The school operates a 5 Stage Graduated Response System

1st Response - De-escalate

Quiet request to stop current behaviour

2nd Response – Reminder

Quiet reminder that behaviour is not appropriate

3rd Response – Warning

If you do not stop this behaviour then there will be a consequence of reflective time

4th Response - Reflective time (with class teacher)

Five minutes 'reflective time' to think about the behaviour

5th Response – Time out (with member of staff on duty)

Loss of 3 lunchtimes

Miss one after school club

No non-curricular activities

Parent informed

However, extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom and 'fast tracking' to Stage 5 of the Graduated Response System. There is a full list of 'fast track' behaviours in the appendix.

Breaktime and Lunchtime

At play and lunchtimes we aim to guide and promote a positive range of activities to engage children with their peers. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other. Lunchtime supervisors may award positive playtime notes to be handed to the class teacher.

If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution in line with the whole school approach.

Lining Up

Due to Covid, pupils will go straight to their entrance to be met by staff. The doors are open from 8:50am to 9:00am

At break times and lunchtime pupils will line up at the end of the break. A member of staff from each class will then collect the pupils and quietly walk them to the classroom for lessons or assembly.

Children's Responsibilities

Children are expected to follow the school rules and classroom codes of conduct, showing respect for the rights and needs of all adults and other children in our school community. The school council will play an important role in communicating and reviewing aspects of the behaviour policy.

Parents' Responsibilities

Parents have a vital role to play in their children's education – supporting their child's learning and co-operating with the school. We are very conscious of the importance of good communication between home and school. Thus, the school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. It is important for all adults on the school site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the school's rules, rewards and consequence systems and explain them in the school prospectus. We have a Home/School agreement which is signed by pupils, parents and teachers. We expect parents to read these and support them. If a member of school staff has concerns about a child's welfare or behaviour please discuss with a member of the SLT and parents will be contacted if necessary. If the school has to use reasonable consequences as the result of unacceptable behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. The Headteacher will get involved if you have any concerns following the meeting with the class teacher. We expect parents to behave in a reasonable and civilised manner towards all school staff and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/carers of children in the school will be reported immediately to the Headteacher and/or Governors who will take appropriate action in line with Local Authority policy.

Pupils with Behavioural Needs

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan (IBP) agreed between the pupil, staff and parents or have one to one support to help with their behaviour. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service and/or Educational Psychologist.

Team Teach

All staff are trained in Team Teach. Team Teach is a de-escalation approach that focuses on reducing incidents, what to do during an incident and what to do after the incident. The approach is based around verbal and non-verbal cues in order to promote good behaviour. On rare occasions a child may need to be restrained. All staff are trained to carry out restraints in a non-harmful manner and one that puts the child first and maintain their dignity. Pupils will only be restrained if they are likely to cause harm to themselves, harm to another person, commit a crime or abscond from the school. During a restraint there is the possibility of accidental injury occurring during a struggle involving a physical intervention. It is strongly emphasised that positive handling is undertaken very much as a 'last resort', when all other strategies outlined in this policy have been pursued.

Following Positive Handling:

- Any injuries to pupils/staff or damage to property sustained whilst physically intervening with pupils, will be documented.
- Parents should be informed of any incident involving their child as soon as possible, no later than the end of the school day, either orally or in writing.
- Parents should be given the opportunity to discuss the incident with the Headteacher or Deputy Headteacher.
- The member(s) of staff involved in the restraint should discuss the situation with the Headteacher or Deputy Headteacher as soon as possible.
- The opportunity should be taken to evaluate the situation.

On these rare occasions all incidents will be recorded in a bound and numbered incident log.

Fixed term and Permanent exclusions

Extreme behaviour or persistent disruptive and challenging behaviour may lead to a fixed term or permanent exclusion. Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, the parents are informed as soon as possible, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can appeal against the decision to the Governing Body and how to do so through the letter of exclusion.

The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusion or fixed-term exclusions. The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher. However, the Governing Body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

Policy updated: March 2022

Policy to be reviewed: March 2023

Signed:

Appendix 1

Fast Track behaviours

- Hitting
- Kicking
- Biting
- Spitting
- Swearing
- Bullying
- Stealing
- Inappropriate use of ICT
- A serious incident
- Damage to school property
- Leaving the classroom without permission
- Leaving the building without permission
- Leaving the school grounds without permission
- Refusing a member of staff after three requests