

Behaviour Policy



Our aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way by treating all children fairly.

Our expectations

Adults

All staff, teaching and non-teaching and volunteers should:-

- provide children with positive role models in line with our rationale and values to be promoted
- Make clear our high expectations of behaviour to our children
- show mutual respect to children and other adults
- establish clear and consistent boundaries
- be fair and consistent in their approaches
- use praise as a reinforcement of positive behaviour to raise children's self-esteem and develop their full potential
- to be a good role model
- provide each child with an appropriate curriculum in the classroom and suitable activities in the playground
- provide children with a stimulating school environment
- encourage positive home-school liaison and good community links
- Inform parents of any serious or repeated problems encountered or caused by a child while in school.

Parents/Carers

We can support good behaviour and learning best when school and home work closely together in a consistent and positive way. As part of this partnership we expect parents to:

- demonstrate an interest in all that their child does in school
- be aware of the school rules and expectations
- make children aware of and insist on appropriate behaviour in all situations
- encourage independence and self-discipline
- foster good relationships with the school

- raise any concerns which may arise with the school first rather than discussing them with their child
- support the school in the implementation of this policy and make time to discuss any concerns the school may raise.

Children

In this school we expect children to work hard and be kind to each other.

They should:-

- try their hardest in whatever they do and allow others to do the same
- think before they act
- listen when others are talking
- move safely within school e.g. walk in corridors
- respect people, possessions, and property
- share with each other
- be polite and speak nicely
- keep hands and feet to themselves
- cooperate with others
- Take responsibility for themselves and their personal belongings.

All children will make mistakes from time to time. We expect them to:

- listen to a teacher or other adult when they have done something wrong
- learn from their mistakes
- genuinely apologise to any child affected by a mistake
- accept the consequences of their actions
- give upset/angry children space and time to calm down with minimal fuss.

School visits

Any child judged as demonstrating behaviours which may put other children, themselves or property at risk while on a visit out of school may be excluded from specific school visits.

Positive reinforcement

The Pegswood Primary School ethos is designed to highlight and encourage positive behaviour. This is present in the way we interact with each other and our children and also through the role of pupils within the school. We believe children rise to the challenge of being given meaningful responsibilities and that this supports positive behaviour. Children will be given responsibilities within their class, and as they get older, across the school.

In addition, good behaviour is encouraged and reinforced by a variety of other positive methods:

- House points
- Stickers/stampers from class teacher
- Showing others their good work
- Descriptive praise
- Class reward system
- Positive feedback to parents (verbal and written).
- Visits to other teachers/staff

- Visits to Headteacher and stickers
- 'Star of the week' certificate and celebration assemblies
- Class Dojo 'Star of the week'
- Attention to successes rather than failures

Alternative, individual reward programmes may be used alongside these for children experiencing behaviour difficulties.

Whole school reward system

Every child from Reception to Year 6 belongs to one of four houses: Alnwick, Bamburgh, Bothal or Warkworth.

All staff are able to award house points which can be awarded to children for excellent work, positive behaviour, showing kindness, making a special effort or other positive characteristics we wish to encourage. House points are counted half termly and the winning house is announced in our end of half term celebration assembly. The winning house 'wins' a non-uniform day for themselves towards the end of the half term.

In addition to our whole school reward system, individual classes have their own reward systems in place.

In Foundation Stage, classes use a 'star', 'rainbow' and 'sad cloud' with rewards and sanctions applicable to the class. Nursery also have a 'Star' of the day and Reception two 'Stars' of the week.

In Year 1 a similar system is in place with a 'super star' added for those children who are behaving exceptionally well. Again, rewards and sanctions applicable to the class are in place. In Year 2 they have a 'move up the lighthouse' reward system.

In Years 3 and 4 they use a 'flying high' chart with points being gained for good behaviour which lead to own time being gained.

In Years 5 and 6 they use a similar chart to Year 3 and 4, but based on different themes.

Key Stage 2 also use Class Dojo points as a reward.

Sanctions

We believe that drawing attention to and rewarding positive behaviours is the best way to encourage positive behaviour. We try to minimise the use of sanctions but recognise that there are times when they become necessary to ensure a child understands their behaviour is not acceptable.

Application to vulnerable pupils

Reasonable adjustments will be made in the application of this policy to vulnerable pupils including those children with SEND including behavioural issues and children at risk. These

children will be identified through our provision map and on our SEND register. A key member of staff, in most cases our SENCO will ensure good links with home and act as a reference point for staff. Adjustments in provision will be outlined in our pupil profiles. Risk assessments and individual behaviour plans will be drawn up where necessary.

Classroom

Inappropriate/unacceptable behaviour will result in the school system of sanctions being applied.

They may include the following 'Steps to improve behaviour':-

Step 1

- drawing the pupils' attention to what they are doing wrong and reminding them of the required appropriate behaviour

Step 2

- removal of a free choice activity
- children separated from each other
- children seated on their own
- completing unfinished work at playtime/lunchtime
- removal of playtime/lunchtime in the playground
- 'Time out' away from an activity or children
- Informal discussion with parent/carer at end of school day

Step 3

- 'Time out' in another classroom
- withdrawal of a privilege or trust
- eating lunch on their own
- Child discussion with deputy headteacher, headteacher
- Formal discussion between teacher and parent/carer

Step 4

- Use of behaviour diary to support improvement
- Formal discussion between teacher and parent/carer about the behaviour diary

Step 5

- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing behaviour diary
- Drawing up a class teacher behaviour target sheet that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing class teacher behaviour target sheet

Step 6

- Drawing up a headteacher behaviour target sheet that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing headteacher behaviour target sheet

Step 7

- Drawing up a second headteacher behaviour target sheet that lasts a week
- Formal discussion between deputy headteacher, headteacher, teacher and parent/carer reviewing headteacher behaviour target sheet
- Fixed term exclusion

Steps 4 -7 are to be completed in order. Once the targets in these steps are achieved, the child works their way backwards through the steps until they get to Step 3.

A child returning from a fixed term exclusion will automatically return to school on Step 6 and will work back through the Steps.

Playground/field

Unacceptable behaviour in the playground during break or lunch times may result in:

- a child being stopped playing a game or activity for a short time
- children being required to remain with an adult for a specific period of time
- children being prevented from taking breaks with other children
- certain games being banned for a restricted period
- In more serious cases it may be necessary to call a member of the Senior Leadership Team to the playground to deal with an incident. This may result in a child being removed from the playground.

Persistent poor behaviour in the playground will be dealt with in the same way as persistent bad behaviour in the classroom. Lunchtime supervisors will ensure that a child's teacher is informed of any significant behaviour issues experienced during lunchtime.

Parental Involvement

If poor or inappropriate behaviour persists informal contact will be made with parents by the class teacher to share the problem and seek a remedy.

- If it persists, parents will be invited to a formal meeting with the class teacher and/or Deputy headteacher to discuss the problem and agree a joint strategy to solve it. This may involve a referral to an outside agency.
- If it still persists, parents will be invited to make an appointment with the headteacher to discuss the problem and agree a joint strategy to solve it.
- The above may result in a specific behaviour agreement/strategy being implemented.
- Extreme circumstances of persistent or very serious misbehaviour, especially that which places the child, other children or adults in danger, may result in fixed term/permanent exclusion.

Records of Behaviour

Teachers will keep appropriate records of instances of poor behaviour.

Bullying Behaviour

This is different from a single, isolated unkind act. Bullying has a repeated or persistent element to it and may include:

- physical, verbal or emotional abuse
- someone using their power to dominate or seek to control another person
- pushing, tripping, hitting or deliberate ignoring of someone
- targeting an individual or a group of children
- deliberate isolation or exclusion of a pupil

Bullying behaviour is unacceptable at this school. It is defined as any action inflicted by a person on another over a period of time which causes stress, fear or injury to the victims.

It will always be challenged and dealt with seriously.

Every pupil in Pegswood Primary School has the right to enjoy their time at school free from fear or intimidation. Unkind actions or remarks will not be tolerated. Children are encouraged to see bullying as a collective responsibility and let adults know if bullying occurs.

All school staff are alert to signs of bullying. Anti-bullying skills are developed with all children within the SEAL curriculum, which empowers children and provides them with strategies to solve conflict. Children and adults are encouraged to support by reporting any concerns about bullying.

Key Stage two children have anti-bullying sessions run by an accredited individual external to school. This includes e-safety and cyber bullying.

Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy has failed to be effective or where a 'one off' serious incident has occurred. Such cases will be treated on an individual basis and may enter the 'Steps to Improve Behaviour' at any stage as deemed by the deputy headteacher or headteacher. The class teacher, support staff, Senior Leadership Team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies may be considered alongside the 'Steps to Improve Behaviour':

- Designation of a member of the Senior Leadership Team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Additional one to one support.
- SEND staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Application for Top Up funding in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.
- Use of 'safe haven' at lunch times.

- Referral to SEND behaviour team.

Keeping records

It is essential that an ongoing written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the Senior Leadership Team together with contributions from any other staff who are involved.

Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

- Members of the Leadership Team are available to help in a crisis.
- If a child leaves the school premises without permission the Head teacher or Deputy Head teacher is informed. They will confirm that the child is not in the school or the grounds. The parents will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.

In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:

- Phoning or sending a child for help from other staff.
- Issuing instructions for the child to stop, clearly using their name.
- Removing the child from the area where they are causing disruption and by members of staff with relevant and up to date positive handling training.
 - If necessary taking the class out of the room leaving the child with an adult.
- Reassuring the class afterwards.

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are concerning regarding their own safety or there is a high level of concern for the safety of others. Parents / carers will need to receive an honest report of any incident including concerns raised.

Exclusion

The school follows the DfE guidance. Only the Headteacher or Acting Headteacher, if the Headteacher is absent, can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school behaviour policy in a violent way;
- a range of alternative strategies have been tried and failed and the 'Steps to Improve Behaviour' have been followed and failed.

- If allowing the pupil to remain in school would seriously harm the welfare or behaviour of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Head teacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 45 days in a school year. In any event after 5 days of exclusion the child is required to follow an education programme at a school.

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