

PERDISWELL PRIMARY SCHOOL



PERDISWELL
PRIMARY

BEHAVIOUR AND DISCIPLINE POLICY

At Perdiswell Primary School we have high expectations of children's behaviour. The purpose of this Behaviour Policy is to clarify what we mean by good behaviour within a framework of the rights and responsibilities of governors, parents, children and the staff at the school. The aim of the policy is also:

- To create a culture of excellent behaviour.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learner's take control over their behaviour and be responsible for the consequences of it.
- To build Perdiswell United that is underpinned by our values.
- To ensure that excellent behaviour is a minimum expectation for all.

Perdiswell Values

We encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Older pupils are encouraged to care and support younger ones both inside and outside the school building. We aim to have a positive caring ethos and provide challenging well planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Our school values are:

Empathy, Perseverance, Independence, Honesty, Unity and Respect.

Non-negotiables

Consistency is crucial for our pupils. It is the consistency that builds safety as pupils feel safe in knowing what to expect. Consistency is what all staff provide at Perdiswell and includes:

- Being relentlessly positive and remaining professional if confronted by challenging behaviour.
- Always redirect learners by referring to school rules.
- Monitor behaviour using agreed systems.
- Never walk past learners who may be behaving inappropriately.
- Notice and acknowledge every child, every day e.g. greeting them at the door.
- Engage and challenge children in all lessons.
- Step children through sanctions calmly.
- Address the root issue, not the secondary behaviour.

Our approach to positive behaviour.

At Perdiswell Primary School excellent conduct is valued, appreciated and recognised. We regularly **praise** the children through **verbal praise** and **stickers, house points** and **Dojo points**. Children who work hard, behave well, are polite and follow our values are awarded points. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Each classroom has a display of house points gained and teachers have the Class Dojo on their IWB. House points are tallied up and the house cup awarded during **Friday's celebration assembly**. Every Friday the whole school meets to celebrate their hard work, good behaviour and acts of kindness. Two children from each class are awarded **merit or courtesy badges** as well as a nominated **writer of the week**. The children can also earn **Gold stickers** and **notes home** from achieving Gold on the class **Zone Board** from the Head teacher.

Our approach to negative behaviour

The vast majority of our children are well behaved but we must address any negative behavioural issues that occur. Children must be made aware that their behaviour choices may have consequences. There will be rewards for good behaviour but equally there has to be sanctions for poor behaviour.

Zone Board

The zone board when used effectively is a good visual tool to manage behaviour. Each classroom will have a zone board with clearly displayed children's names or photographs on it. To ensure consistency across the school, staff will follow the zone board guidelines and promote Green is Good. All children regardless of where they ended the previous day should begin in green. (See appendix .) There are some actions that if children are caught doing will move directly to Red Zone. They are: swearing, physically hurting someone, damaging property. Parents will be notified. When children return to the class from the Red zone they move back into the green zone.

Pink Card System

If a child is in crisis and a danger to themselves or others, another adult should be notified using the help required card system. A child should be sent, with the card, to the closest available adult. Cards are positioned in all classrooms and lunch time staff carry cards. It is the responsibility of the adult to assess what is happening and seek further support if required.

Restorative Approach

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needed to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply punished as a result of 'bad behaviour ' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

Consequences also consist of:

- Visual prompts – the use of pictorial cards or objects to give reminders to pupils
- Verbal prompts, reminders and warnings.
- Use of the school values on display around school.
- Use of the zone board consequences as outlined in appendix 4.
- Complete unfinished work during another specified time in the day. This could be break time or lunch time.
- A pupil may be sent to complete independent work in a partner classroom or Deputy Head's office for a staged return. The pupil receives minimum adult attention during this time.

If a pupil's behaviour is persistently a significant concern to staff, or if their behaviour results in a significant risk to both pupils and staff in the school, then the Head Teacher will determine the best course of action from the following:

- A letter/phone call will be sent/made to parents asking for an emergency meeting and an alternative program set up.
- Pastoral Support Plan with SMART targets to encourage small steps of positive behaviour.
- Positive Handling Plan to ensure safety of all.

Behaviour Trackers

For children who are placed on the SEN register for social, emotional and behaviour difficulties staff will monitor their behaviour with the use of behaviour trackers/diaries. Teaching staff will consult with the SENCo/SLT to devise behaviour targets for each child. Progress will be shared with parents, staff and SLT. At an agreed review it will be decided whether outside support is required.

Exclusion

Unfortunately there may be rare occasions when the Head teacher must consider whether it is appropriate to exclude a pupil either for a fixed or permanent period. Should this be the case then the school and Governing Body will follow statutory guidance from the Department for Education.

The Use of Restraint

Some of the school staff are trained using the Team-Teach approach for positive handling. The physical techniques are based on providing the maximum amount of care, control and therapeutic support. Physical restraint should only be used on exceptional circumstances, i.e. if the child's behaviour presents a danger to:

- The child
- Other children
- Members of staff
- Serious damage to property
- The good order and discipline of the school.

Physical restraint should only be used as a last resort, i.e. de-escalation strategies have failed.

Any incident involving the use of restraint should be reported, verbally to the Head Teacher immediately and this should be followed by a written report of the incident within 24 hours.

Staff complete a Positive Physical Intervention Report.

Following a restraint there is support for both the pupil and the members of staff, this involves following the Team-Teach guidelines. For pupils, they will have the opportunity to reflect on the incident and to consider a plan with staff that would lead to solutions. For staff, they will have the opportunity to de-brief with staff as soon as possible after the incident.

Monitoring of Behaviour

At Perdiswell Primary School we believe it is important to monitor behaviour. This helps us to identify trends and patterns and gives us data with which to speak to parents/carers and governors. Class teachers will use their notebooks to record and identify patterns in behaviour. Assistant Heads and the Deputy Head teacher will use the 'Staff Share Behaviour Log' system to record and log behaviour incidents. These are monitored by the Deputy Head Teacher.

Rights, Responsibilities and Expectations

At Perdiswell Primary School we all have the right to feel safe, happy and respected. This applies to every member of our school community. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Perdiswell.

Parents Rights

Parents have a right to:-

- Be informed regularly about their child's progress and behaviour at school.
- Be offered mutually agreed times for informal discussions about their child.
- Expect to be able to assist with their child's education through school/parent links.
- Be treated with respect by all members of staff.

Parents Responsibilities

We ask parents/carers to support their child's learning, and to cooperate with the school, as set out in home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher or Assistant Head, if the concern remains they should contact the Deputy Headteacher, then Headteacher and consequently if there is still concerns the Chair of Governors should be contacted.

Staff Rights

Staff have a right to:-

- Be treated fairly and respected by children and adults.
- Receive support and understanding from both parent and colleagues.
- Be informed about matters that will affect them: lines of communication should be kept open at all times.

Staff Responsibilities

All staff have a responsibility to :-

- Treat everybody fairly and with respect.
- Ensure that children are emotionally and physically safe in school.
- Be consistent in their approach to behaviour.
- Praise good behaviour and good efforts in work.
- Provide children with a good role model.
- Ensure effective communication links between themselves and lunchtime supervisors, PPA cover, cover supervision and supply teachers in the behaviour management of their class of children.

Children's Rights

Children have a right to:-

- A school environment that is pleasant, clean and warm.
- Feel safe, cared for and supported.
- Be treated with respect and receive fair and consistent treatment from all adults and children.

Children's Responsibilities

Towards others:-

- To behave in a way that will ensure the safety of other children and adults.
- To be truthful and honest and to respect others and their possessions.
- To be tolerant of others.
- To recognise and respect the authority of staff and other adults in the school and listen to them.

Towards work:-

- To work to the best of their ability.
- To value their own work and that of others.
- To organise themselves and their resources so that they can work independently.

Governors Rights

Governors have a right of:-

- Access to appropriate information from parents, staff and children.

Governors Responsibilities

Governors have a responsibility to:-

- Deal with complaints.
- Monitor the school behaviour policy.

This behaviour policy is regularly reviewed and procedures to monitor its effectiveness are undertaken by all School Staff.

Appendix 1: Classroom Management and Organisation

Good classroom management and organisation should create and sustain a positive and secure environment in which pupils can think and learn effectively, and so be less inclined towards unacceptable behaviour.

In the Classroom

A good classroom is clean, tidy and stimulating and is arranged:

- to assist easy movement around the room;
- to give visual access to focal points;
- to allow individuals to have their own space;
- to show due regard to pupils with visual, audio or physical disabilities;
- to display a good standard of pupils' work.

Management Skills

Pupils should be encouraged to share responsibility for their classroom and a set of rules and routines should be negotiated at the beginning of the academic year and followed. The example that the teacher sets should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of classroom management, three key factors need to be noted: calmness, clarity and consistency.

Calmness

- Avoid confrontation
- Avoid shouting
- Try not to over-react
- Listen
- Use sanctions sparingly
- Sustain a balance between hard work and relaxation

Clarity

- Lesson planning is clear and effectively differentiated
- Learning intentions are made clear to pupils
- Delivery is interesting and enthusiastic
- Good question and answering techniques are used

Consistency

- In rewarding both good behaviour and good work
- In response to unacceptable behaviour
- In response to lack of effort
- In expectations of work and behaviour
- In marking work
- In applying school rules
- In maintaining a positive, supportive and secure environment

Avoiding Conflict in the Classroom

- Keep calm, avoid shouting and becoming over-excited
- Maintain a confident outlook and praise the positive
- Be consistently fair
- Maintain control through mobility, attention to individuals and eye-contact
- Keep a balance between hard work and relaxation. Use humour when appropriate.
- Know the pupils
- Do not punish personality but behaviour
- Avoid using sarcasm
- Avoid blanket punishment
- Negotiate standards of behaviour through group discussion
- Show a genuine interest in the individual and always be prepared to listen
- Talk to a potential troublemaker privately – try to avoid public discussion
- If a class is restless, consider changing the activity, place or groupings
- Try to identify the cause of a situation to help you clarify the problem
- Keep a record of observed behaviours and avoid “woolly” statements
- Provide a time and place for cooling off

Appendix 2: Playground Management and Organisation

Good playground management and organisation should create and sustain a positive and secure environment in which pupils can socialise and play successfully, and so be less inclined towards unacceptable behaviour.

In the Playground

A good playground is clean, tidy and stimulating and is arranged so that:

- Games are easily accessed and managed;
- Zones for different activities are clear to everyone;
- There is good visual access to focal points;

Management Skills

Pupils should be encouraged to share responsibility for their playground and the children should learn how to apply our rules to the playground situation. The example that the staff sets should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of playground management, three key factors need to be noted: calmness, clarity and consistency.

Calmness

- Avoid confrontation
- Avoid shouting
- Try not to over-react
- Listen
- Use sanctions sparingly

Clarity

- Playground organisation is clear
- Expectations are made clear to pupils

Consistency

- In rewarding good behaviour
- In response to unacceptable behaviour
- In expectations of play and behaviour
- In applying school rules
- In maintaining a positive, supportive and secure environment

Avoiding Conflict in the Playground

- Keep calm, avoid shouting and becoming over-excited
 - Maintain a confident outlook and praise the positive
 - Be consistently fair
-
- Maintain control through mobility, attention to individuals and eye-contact
- #### Avoiding Conflict in the Playground
- Keep calm, avoid shouting and becoming over-excited

- Maintain a confident outlook and praise the positive
- Be consistently fair
- Maintain control through mobility, attention to individuals and eye-contact
- Use humour when appropriate
- Know the pupils
- Do not punish personality but behaviour
- Avoid using negative sarcasm
- Avoid blanket punishment
- Negotiate standards of behaviour through group discussion
- Show a genuine interest in the individual and always be prepared to listen
- Talk to a potential troublemaker privately – try to avoid public discussion
- If you see a potential trouble spot, consider changing the activity, place or groupings
- Try to identify the cause of a situation to help you clarify the problem
- Provide a time and place for cooling off
- Communicate with class teachers so that they are aware of issues but do not expect them to always deal with them. Playground issues should be dealt with in the playground where possible.

Unacceptable Behaviour

This includes:

- swearing at another child or adult
- hurting another child
- repeatedly refusing to follow the instructions of an adult
- damaging property

Playground Sanctions

When children are in the playground they need to let off steam, play and have fun but there are still expectations of behaviour that should be conformed to.

This will be recorded in the Lunchtime Supervisors Red Books which are kept in their tabards. The Red Books are monitored regularly in Supervision meetings. Class teachers should be informed of incidents occurring which should include an explanation of how the issues have been resolved. Such conversations should happen at 1.00pm when the class teacher collects the children from the playground.

If children repeatedly refuse to co-operate with lunchtime staff then they will be referred to a member of the SLT. Where repeated patterns of behaviour are emerging other strategies will be put into place to support the individual. Discussions will take place with parents so that they are fully informed but also able to support any behaviour plans implemented.

Strategies for when children are in green but are not conforming to the school/class rules:

- Non verbal warning
- Verbal signals
- Hand signals
- Informal warnings/reinforcement of expectations (Show me that you are ready/safe/respectful).
- Private warning – not giving attention to negative behaviour
- Praise others – not giving attention to negative behaviour
- The look
- Planned Ignore
- Pre-empt

SLT will assess the situation and implement a variety of strategies including:

- Giving time to calm
- Planned ignoring and take up time – stepping away from the pupil and expecting them to follow the instruction upon the adult returning
- Ensuring children are safe (removing items if required or escorting the child to a safe space or removing the rest of the class)
- Distracting the pupil's attention from the problem
- Giving the child the opportunity to make choices that will put them back on the right path and allow them a way out with their dignity intact.
- Giving 'put it right/reintegration work' for the child to demonstrate that their learning behaviour is within acceptable limits.
- Changing the adult (a different voice can be effective.)
- Recognising the pupil's feelings and verbalising them in a calm and constructive manner.
- Use of the Calm Down Box, where appropriate.
- Restorative discussions to re-establish expectations according to our school rules
- Discussions with parents, either immediately or at the end of the day
- Implement behaviour trackers if the behaviour is becoming a repeated pattern
- Seek advice from other agencies e.g. the PRU – outreach work, or a short course; the EP; Learning Support
- Part-time placements as part of an Individual Behaviour Plan
- Exclusion

Zone Board

SUPER STAR

You will get a certificate to celebrate your success. Fantastic news!

GOLD

You will get a gold sticker from Mrs Hughes.

SILVER

You will get 5 dojos. Well done!

GREEN

Good to be green. You will get 2 dojos.

ORANGE

A warning! You will miss 5 minutes of playtime.

RED

Unacceptable behaviour! You will be sent to Mrs Evans and you will miss playtime. Your parents will be spoken to at the end of the day.