



Preston CE VC Primary School

Behaviour Policy 2019-2021

Signed by:

Payne L.Payne – Headteacher

Date: *24/2/2020*

J. Bennett J.Bennett – Chair of Governors
Vice - chair

Date: *24/2/2020*

Statement of intent

Preston Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We are committed to:

- Promoting positive behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining bad behaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents/carers.
- Developing relationships with our pupils to enable early intervention.
- A shared approach that involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

1. Key roles and responsibilities

- 1.1. **The governing body** has overall responsibility for the implementation of this policy and the procedures of **Preston Primary School**.
- 1.2. The governing body has overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.4. The executive headteacher and deputy headteacher will be responsible for the day-to-day implementation and management of this policy and the procedures of the school.
- 1.5. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.6. Staff, including teachers, support staff and volunteers, will create a supportive and high quality learning environment, teaching positive behaviour for learning and implementing this policy.
- 1.7. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.8. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home.
- 1.9. Pupils are responsible for their own behaviour both inside school and out in the wider community.
- 1.10. Pupils are responsible for their social and learning environment and agree to report all undesirable behaviour to members of staff, as appropriate to the situation.

2. Definitions

- 2.1. For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour that may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to:
 - Bullying – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
 - Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
 - Discrimination – not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
 - Use of racist or homophobic language
 - Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
 - Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation over time
 - Absconding
 - Refusing to comply with disciplinary sanctions
 - Theft

- Swearing and deliberate use of rude or obscene language
- Threatening behaviour
- Fighting, kicking, biting, scratching or other behaviours intended to cause injury
- Spitting at people
 - Possession of legal or illegal drugs, weapons, potential weapons or banned items

2.2. For the purpose of this policy, the school defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting or calling out in class
- Talking when others are speaking
- Swinging on chairs
- Fiddling or tampering with equipment
- Running around the classroom or school
- Inappropriate body language with others, such as not keeping hands to oneself
- Throwing inappropriate items, either in the classroom or on the playground
- Not focusing on work or not making acceptable effort
- Rudeness
- Telling lies
- Not following classroom rules
- Minor defacing of school equipment or premises, or the work of others

2.3. ‘Low level unacceptable behaviour’ may be escalated to ‘serious unacceptable behaviour’ depending on the level, frequency or impact of the behaviour breach.

3. Special Educational Needs

- 3.1. The school recognises that some children have special educational needs that affect their understanding and self-control and may limit the impact of standard school practices with regards to behaviour management. For some children, an individual plan may be necessary that is additional to or different from that described in this policy. For some children, expert advice may be sought before such a plan is put into place.
- 3.2. Due regard will always be given to the impact of unacceptable behaviour on the perpetrator, other children and the effective running of the school when considering how it should be managed.

4. Training of staff

- 4.1. At the school we recognise that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during playtime/lunchtime.
- 4.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 4.3. Teachers and support staff will receive regular and ongoing training in behaviour management as part of their development; this will usually include training in Norfolk STEPS

5. Pupil expectations

5.1. Pupils and parents/carers will be expected to follow our school's Code of Conduct which requires pupils to:

- Conduct themselves around the premises in a safe, sensible and respectful manner.
- Arrive at school and to lessons on time and fully prepared.
- Follow all reasonable instructions given by teachers and support staff both in the classroom and on the playground.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Follow classroom rules and procedures.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

5.2. The school will ensure that pupils demonstrate good conduct by teaching them how to behave sensibly, such as how to:

- Line up in groups when entering or leaving the classroom or school premises and to move around the building in a quiet, controlled manner.
- Sit appropriately on school chairs, carpets, hall floors, etc.
- Use appropriate voice levels and language, including manners.
- Raise their hands when they wish to speak in class or assemblies.
- Model good behaviour to other pupils.
- Work as a team and respect others' views, beliefs and faiths when engaging in tasks.

6. The Choice Chart:

In the classroom

Our behaviour management system is based on children recognising and making right choices and wrong choices.

Each class has a 'Choice Chart' with name cards for each child.

Key Stage 2 Version:

All children start at the neutral position at the start of the day.

REMINDER - If a child's behaviour meets the description of 'low level unacceptable behaviour', they will be reminded of the correct behaviour and given a warning that a further wrong choice will result in their name card being moved down the choice chart.

YELLOW - If the child continues to behave in an unacceptable manner, their name is moved down the choice chart and low level sanctions may be used to lessen the chance of the behaviour being repeated. For example:

- A child talking to their neighbour may be moved to another seating place
- A child fiddling with equipment may have it withdrawn for the lesson

- A child running around whilst occupied in a group practical task, may be required to be seated for the work.

AMBER – If there is a further wrong choice, a 'Back on Track' time will be given. The child may be asked to work in isolation from others for a set period of time; this may be in another classroom under the general supervision of a member of staff in that room. If work is incomplete due to poor behaviour, it may be required that this is completed during a break-time.

RED – If wrong choices persist, the child's name is moved to Red and the Headteacher/ Deputy Headteacher is informed. A sanction is always imposed. Examples of this are:

- Working away from normal class activity for an extended period – a whole lesson or session
- Missing a break-time

Parents are informed by text.

The child should make appropriate reparation; staff will work with children to help them decide the form this should take.

Emphasis is placed on children moving back up the chart by changing their behaviour. Teachers look for opportunities to point out the improved behaviour and to reward it by moving the child up appropriately.

Children who show positive behaviour, over and above that of their peers or in the face of adversity or challenge, may be moved further up the choice chart.

When children reach GOLD, they are taken or sent to see the headteacher or deputy headteacher for recognition in the form of praise and a sticker.

Parents are informed by text.

Recognition is given at the following celebration assembly.

For our youngest children, the same Choice Chart is used but with simplified sanctions appropriate to age and understanding.

7. Rewards

Other forms of Positive Reinforcement - Individual

- Verbal praise
- Being sent to the Head or Deputy Head for positive reasons and receiving praise
- 'Right Choice' raffle tickets that are entered into a weekly draw.
- Stickers and stamps
- Certificates
- Whole class or whole group rewards
- Being selected for a special responsibility or trusted position
- Sharing news with a parent – face to face; phone; text; written message

Other forms of Positive Reinforcement – Collaborative

- Whole group or class rewards for exceptional behaviour or effort may include a 'free choice' time or a special activity
- Team Points – these are awarded for special effort and achievement in lessons. These are counted up weekly and an 'end of term' privilege is earned for the team.

8. Sanctions – for low level unacceptable behaviour

Sanctions are put into place when behaviour is unacceptable.

- 8.1. At Preston Primary School, teachers should impose sanctions in keeping with the behaviour, age and understanding of the pupil

Our system of managing low level unacceptable behaviour is detailed in the Choice Chart (Above)

- 8.2. During outdoor learning sessions, a child who does not respond to reminders or warnings will be sent inside to report to the Headteacher, the Deputy Headteacher or another member of teaching staff. Younger children will be escorted indoors – or a card will be sent to request another adult to collect the child for this purpose. These children will miss all or part of the lesson.
- 8.3. At break-time, the person on duty will report on behaviour issues to the class teacher, who will use their judgment to decide whether this will result in a move on the choice chart.
- 8.4. A series of incidents on the playground in one session may result in the pupil being sent inside to spend some, or the rest, of their playtime/lunchtime indoors, in the same way that reaching AMBER in the classroom would result in a 'time out' sanction.
- 8.5. In the dinner hall, children disregarding the lunchtime rules may be required to report to the Headteacher or Deputy Headteacher.
- 8.6. Particularly, in EYFS, staff bear in mind that immediate feedback is essential to enable children to fully recognise the consequences of their actions. Similarly, immediate reparation is an important part of the process.
- 8.7. If there is perceived to be a drop in the general standard of behaviour due to a number of children repeatedly making the same wrong choice, for example, running in the building, a general warning may be given that those that continue with this practice will subject to immediate sanctions, without recourse to the choice chart. This may be limited in application to a single group e.g. Key Stage 2

9. Sanctions for serious unacceptable behaviour

- 9.1. In cases of serious unacceptable behaviour, the 'choice chart' is by-passed.

The school will use a number of different sanctions that will be used depending on the behaviour displayed by the pupil, including the following:

- Losing all, or part of, playtime/lunchtime
- Using time-outs
- Requiring the pupil to work in a place away from peers
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day

- Placing the pupil on written report for monitoring of behaviour
 - Exclusion of the pupil – either for a fixed term or permanently
- 9.2. Any member of staff who witnesses a display of serious unacceptable behaviour, or who issues any sanction to a pupil, must report this to the Headteacher/Deputy Headteacher in writing, preferably using the appropriate Incident Report Form.
 - 9.3. The Headteacher/Deputy Headteacher will keep a record of all reported incidents.
 - 9.4. At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour
 - 9.5. The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.
 - 9.6. Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation in another classroom whilst an investigation by the Headteacher/Deputy Headteacher takes place.
 - 9.7. If, following an investigation, the allegation is found to be true, the Headteacher/Deputy Headteacher will issue the appropriate disciplinary action.

10. Exclusion

1. At Preston Primary School, the decision to exclude either for a fixed term, or permanently, is taken very seriously and due regard is paid to DfE guidance – Exclusion from maintained school, academies and pupil referral units in England (Ref: DFE-00184-2017)
2. Exclusion will be considered in cases of:
 - Verbal abuse
 - Physical attack
 - Wilful damage
 - Persistent disruption or harm to the learning of others
 - Persistent disobedience
 - Posing a serious risk to the safety of others even if no injury results
 - Bullying
 - Repeated absconding
 - Threatening behaviour
 - Possession of items that are banned from school premises
 - Any behaviour that causes significant harm in a single incident or significant harm over time
3. Notification to parents is made using forms and model letters provided by Norfolk County Council (2017)
4. Where harmful behaviour is limited to the playground, lunch-time exclusions may be considered
5. Where a child's behaviour may constitute a risk to the safety of themselves or others, or is such that it is likely to significantly harm the learning of others, the school may decide to exclude that child from a school visit or residential trip.

6. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
7. The school recognises that disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it tries to identify whether there are any causal factors and/or early interventions that might reduce the need for a subsequent exclusion. Consideration is given as to whether involvement of other agencies might be necessary to address a child's wider needs.
8. Where problematic behaviour develops over time, the school will work with parents and carers and notify them from the earliest point at which a risk of exclusion is identified.

11. Searching

- 11.1. Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers and classroom trays.
- 11.2. Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.
- 11.3. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 11.4. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 11.5. Any staff member may refuse to conduct a search.
- 11.6. Following a search, the Headteacher will contact the parents/carers to advise them of the procedures that were undertaken.

12. Confiscation

- 12.1. Temporary confiscation may be made of any item being used inappropriately by a child. It should be returned to the child at the end of a lesson, or end of the day.
- 12.2. A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.
- 12.3. Parents/carers will be informed of any confiscated item and may be required to collect the item
- 12.4. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

13. Items banned from school premises

- Fire lighting equipment
- Drugs and smoking equipment

- Weapons and other dangerous implements or substances
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols

14. Monitoring and review

14.1. This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.