



Behaviour Policy

Version Information

Version 1	Rewritten	January 2018
Version 2019-21	Amended	April 2019
Version 2019-21	Amended from Trust Policy to PLPS Policy	Oct 2019

Approved by the Local Board of Primrose Lane Primary School under advisement of the Executive Headteacher of the Huish Academy Trust.

Chair



Date 16th October 2019

Review period: every 2 years

Date of next review: November 2021

Contents

1.	Aims.....	3
2.	Legislation and statutory requirements.....	3
3.	Golden Rules and Code of Conduct	3
3.1	Movement around the school will be controlled, quiet and courteous.....	3
3.2	Everyone should be addressed politely and with respect	3
3.3	Everyone has the right to a sympathetic, supportive working environment.....	3
3.4	Everyone should work to promote a positive image of the school,	3
4.	Behaviour management.....	3
4.1	Whole School Management.....	3
4.2	Classroom management	4
5.	Rewards.....	4
6.	Sanctions	5
7.	Children Beyond	6
8.	Physical restraint.....	6
9.	Pupil support	7
10.	Ongoing Behaviour Monitoring	7
11.	Pupil transition	7
12.	Peer on Peer Abuse including Bullying	7
13.	Training.....	7
14.	Monitoring arrangements.....	7
15.	Links with other policies.....	8

“Children learn that self-respect and respect for others is a cornerstone to good relationships. Embedding self-belief, alongside the ability to listen, take part, and understand that others have a right to their views, is key to becoming a confident, happy citizen. Respect for their school, and community is an integral part of our vision. Taking pride in themselves, in their work, friends, school and surroundings, enables learners to engage with their world in a confident, thoughtful way”.

The Six Pillars of the Huish Academy Trust

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Outline **how pupils are expected to behave**
- Outline our system of **rewards and sanctions**
- **Define** what we consider to be unacceptable behaviour.

All children will at some point make wrong choices but it is our intention that through this policy our pupils can be given clear guidelines on how to behave, as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

2. Legislation and statutory requirements

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

- Behaviour and Discipline in Schools;
- The Equality Act 2010
- Use of Reasonable Force in Schools

It is also based upon SEND Code of Practice

3. Golden Rules and Code of Conduct

Children will be expected to conduct themselves in a way that demonstrates our Golden Rules.

The Golden Rules are

*To make our school a happy school, we should always:
Be kind, helpful, fair and polite to everyone in our school.
Look after and take care of things around us.
Try hard to do our best in everything that we do.*

The Code of Conduct is supplemented by both the School Aims and the Golden Rules. It is expected that all members of our school community (children, staff, parents, carers, visitors and governors) will act with courtesy and consideration to others at all times.

3.1 Movement around the school will be controlled, quiet and courteous

3.2 Everyone should be addressed politely and with respect

3.3 Everyone has the right to a sympathetic, supportive working environment

3.4 Everyone should work to promote a positive image of the school,

4. Behaviour management

4.1 Whole School Management

We use a Restorative Justice approach to encourage children to reflect on and change their behaviour. Staff and children will be familiar with and use Restorative Justice questions:

- What are you doing?/What has happened?

- What is the rule about that?
- How is it affecting others?
- What is the best choice you can make now?

It is important to remember before we resort to our sanctions/punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

4.2 Classroom management

All 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 the Golden Rules and their own classroom rules, if they have them
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

“Children need to be in a learning environment which fosters a sense of worth and an understanding of how the right attitudes enable us to learn. Because we teach children what good behaviour looks like, as well as reinforce it in all aspects of their school lives, all learners understand why poor behaviour is not tolerated”.

The Six Pillars of the Huish Academy Trust

5. Rewards

Recognising good behaviour is a vital element in the daily efficiency of the school. Identifying positive behaviour and creating opportunities to raise self-esteem is much more effective than identifying poor behaviour and then creating regular opportunities to punish children at the school.

a Verbal and Non Verbal Praise	Praise – This can be given in formal and informal ways, in public or in private, for maintenance of good standards as well as for particular achievements. We must always make clear to the child why we are praising them. This not only makes them properly aware, it also sends clear signals to other children.
b Minor Privileges	These are given to recognise individual, group or class efforts.
c Praise In Front Of Peers/Stickers	Praising children in front of their peers is a central element in raising the self-esteem of children within the classroom.
d Sent to another member of staff	Sending individual children to other members of staff to be praised is a useful strategy that will be used to off-set the negative image that some children may have created. Raising

their profile in a positive manner in other year groups will aid the creation of a positive atmosphere around the school



- e **Praise In assembly/good work certificate/housepoints/growth mindset cert/SCARF learning line**

Teachers will award a certificate each week to a child who has tried hard and persevered with their learning or demonstrated good behaviour. In addition, a growth mindset certificate will be handed to a member of each class every two weeks, whilst an annual award exists for a child who has excelled in the classroom.



- f **Public display of work**

In a bid to raise the profile and self-esteem of children within our school, staff will continue to publicly display the work of children. It has been agreed that the children in our school would really enjoy having their name placed on any work that is displayed in class or around the school.

All adults should have access to the rewards system and, to ensure that every child experiences some degree of successful recognition, a class checklist of main rewards needs to be kept and reviewed throughout the year.

Positive behaviour and self-esteem will also be effectively promoted through PSHE sessions within class. These will link directly with ongoing work and our Golden Rules.

6. Sanctions

For unacceptable behaviour, the following sequence will be used.

Praise - given to those children who are showing appropriate behaviour at all times in order to try to encourage a change in the unwanted behaviour demonstrated by others. (Positive first opportunity to do the right thing)

Non-verbal – signal or shake of the head, look etc the aim being to cause as little disruption as possible to learning. (Positive second opportunity to do the right thing)

Verbal - a reminder of Golden Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Third opportunity to do the right thing).

Time out is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.) Any work missed due to timeout will be caught up at an appropriate time.

The parents of a child who frequently misbehaves will be notified of the school's expectations and the strategies being put in place.

If persistent misbehaviour continues after such measures have been put into place, the Head of School may become involved with the child and parents in question.

Persistent Misbehaviour

For persistent misbehaviour, incidents will, in the first instance, be passed onto a member of the SMT. They will liaise with staff to put a variety of measures in place to help the child in question.

The SENCo will be informed and behavioural advice sought if relevant. A Behaviour Plan can be put into place if appropriate.

Fast Track with involvement of the SENCo and outside agencies may be considered.

Serious Incidents

Some behaviour may be considered so serious that it warrants referral the Assistant Head of School and/or Head of School.

Serious incidents can include:-

- i peer on peer abuse including bullying
- ii defiance/use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/Health and Safety issue
- viii racist or homophobic behaviour

Where an incident has not been witnessed by an adult, all children involved are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted.

Children may be excluded from planned visits due to their behaviour.

With reference to the exclusion policy, the Head of School may decide upon an internal exclusion where the child works away from their class for the day. The child may need to be placed on the following disciplinary code.

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, and another serious incident occurs, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a fixed term or permanent exclusion (see exclusion policy).

7. Children Beyond

Occasionally some children may not respond to normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

8. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort and follow safe handling principles.**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be reported to parents and recorded to inform the Local Authority (Bound and Numbered Book/EEC Live)

In principle, all staff will have be trained to use safe handling principles of physical restraint.

9. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

10. Ongoing Behaviour Monitoring

All staff will monitor behaviour logs and SIMS behaviour data inorder to analyse any trends in individual pupil's behaviour.

11. Pupil transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Peer on Peer Abuse including Bullying

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Please see separate Anti-Bullying Policy for the HAT approach to this issue.

13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of continuing professional development.

14. Monitoring arrangements

This behaviour policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work in the school whether staff or pupils. If

it is to be effective everyone must use it with confidence and **consistency**. Throughout, it is the principle of always promoting good behaviour. It will be reviewed by the headteacher and Education Committee every 2 years.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Anti Bullying Policy
- Online Safety (eSafety) Policy
- Relationships education, relationships and Health Education Policy