

# **Poringland Primary School and Nursery**



## **Behaviour Policy**

**Date of Policy: Spring 2021**

**Review Date: Spring 2024**

**Members of staff responsible: Senior Leadership Team**

**Happy Active Inspired Healthy Learners**

## Behaviour Policy

<b>Name of school:</b>	Poringland Primary School and Nursery
<b>Date of Policy:</b>	Spring 2021
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<b>Members of staff Responsible:</b>	Senior Leadership Team

### 1 Policy Rationale and Aims

- 1.1 Our school vision is for every child to be a happy, active, inspired, healthy learner. 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 in a happy, safe and secure environment. We are a caring community, whose values are built on mutual trust and respect for all (See Appendix A).
- 1.2 This policy is a means of promoting good relationships, so that our school community can work together, in an effective and considerate way, with the common purpose of helping everyone to learn.
- 1.3 It is an expectation that all members of the school community will communicate with each other politely and treat one another with respect.
- 1.4 As a school, we treat all children fairly and aim to provide a supportive learning environment through the implementation of a consistent approach to behaviour.
- 1.5 We encourage our pupils to develop the skills of self-discipline, behaviour management, and conflict resolution to become positive, responsible, reflective, empathic and independent members of our school community.
- 1.6 Our school celebrates good behaviour in the belief that this will contribute to an ethos of kindness and cooperation. This policy is designed to promote good behaviour.

### 2 Rewards and Sanctions

- 2.1 We will promote positive behaviour through the following whole-school strategies:
  - Use of positive discipline, e.g. giving praise to those who exhibit the desired behaviours, or use of non-verbal signals (e.g. thumbs up);
  - Working closely with parents/carers;
  - PATHS curriculum;
  - Involving the children in creating 'Classroom Charters' (or rules) at the start of the academic year so there is collective ownership of the rules;
  - Displaying the PATHS 'Golden Rule' ('Treat others the way you would like to be treated' in every classroom and throughout the school);
  - A working PATHS display in every classroom (and PATHS posters throughout the school);
  - A restorative and solution-focused approach to resolving disputes between children through negotiation and compromise;
  - Weekly 'Vision Certificate' Assemblies (names of nominees and reasons for nomination published in the newsletter);

- Working collaboratively to earn whole-class rewards;
  - House Points.
- 2.3 Class, group and individual strategies may include:
- Stickers;
  - Class rewards (e.g. earning marbles for a shared purpose or reward);
  - Reward systems for individuals within the classroom;
  - Visual whole-class behaviour chart with names moving up and down to celebrate positive behaviour and provide reminders of expectations of behaviour;
  - Individual reward charts;
  - Individual behaviour plans or risk assessments;
  - Using agreed scripts;
  - EHCPs.
- 2.4 The school aims to provide a safe and positive learning environment for all pupils. In the event of challenging behaviour, we employ a range of strategies, as appropriate to each individual situation (Appendix B).
- 2.5 The Classroom Charter (or rules) is clearly displayed in each classroom. School staff will discuss any incidents of challenging behaviour with reference to these agreed rules.
- 2.6 We do not tolerate bullying of any kind. If it is suspected that an act of bullying or intimidation has taken place, the school will act immediately to resolve the situation and provide appropriate support to all parties. All children should attend school free from fear. Pupils are educated with regard to anti-bullying as part of our PATHS teaching.

### 3 The Role of Staff

- 3.1 It is the responsibility of all staff to maintain a positive approach to behaviour management. Our staff also have the right to feel valued and respected, to be supported by other staff, parents/carers and Governors.
- 3.2 Our staff treat all children fairly, with respect and understanding; they are consistent in their approach to behaviour management.
- 3.3 School staff will discuss any incidents of challenging or disruptive behaviour with reference to the agreed 'Classroom Charter' (or rules). Using their professional judgement, staff will employ seek to resolve any incidents promptly using a range of strategies outlined above and in Annexe B.
- 3.4 If this behaviour continues, the class teacher will liaise with members of the Senior Leadership Team as appropriate (Headteacher, Deputy Headteacher, Key Stage Leader, SENDCO). The child may benefit from a short period of time away from the situation, and a restorative discussion with a member of the Senior Leadership Team.
- 3.5 If an incident requires further action by a member of staff, it will be logged on CPOMS. Staff should record details of the incident, and any actions taken.
- 3.6 CPOMS is monitored daily. If a pattern of concerning behaviour emerges, it may be appropriate to direct additional support to the child, either within school or through

referral to an external agency.

- 3.7 Depending upon the individual circumstances of the incident, it may be necessary for staff to contact parents/carers if there are concerns about their child's behaviour or welfare.

#### 4 The Role of the Headteacher

- 4.1 It is the responsibility of the Headteacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headteacher has responsibility for giving fixed-term exclusions to individual children for serious incidents of negative behaviour. For repeated or very serious acts of negative behaviour, the Headteacher may permanently exclude a child. The Head will liaise with the Chair of Governors if a permanent exclusion is likely. Exclusions are only used as a last resort.

#### 5 The Role of Parents/ Carers

- 5.1 Parents/carers have the right to feel valued and respected, to be welcomed into our school, and to be shown courtesy and cooperation.
- 5.2 The school collaborates actively with parents/carers so that children receive consistent messages about the school's expectations of behaviour.
- 5.3 We publish the school rules in our School Brochure and on our website (See Appendix C).
- 5.4 We expect parents/carers to support their child's learning and cooperate with the school, as set out in the home-school agreement. This document is shared with all parents/carers of new children from Reception through to Year 6. We aim to build a supportive dialogue between home and school, and to proactively support parents/carers if we have any concerns about their child's welfare or behaviour.
- 5.5 The school expects parents/carers to support any actions taken by the school with regard to behaviour management. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, they should follow the steps outlined in the Grievance Procedure.

#### 6 The Role of Pupils

- 6.1 Our school seeks to establish a learning environment where pupils work to the best of their abilities in all school activities. Children are encouraged to contribute ideas and opinions in a positive and considerate way. We teach all pupils to be cooperative and considerate, and to share and care for each other, as well as for personal property and school equipment.

## 7 The Role of Governors

- 7.1 The Governing Body has responsibility for approving the expected standards of discipline and behaviour and for reviewing their effectiveness.
- 7.2 With the support of the Governing Body, the Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

## 8 What items are banned in school?

- 8.1 Prohibited items are defined in the Education Act 1996 and the Schools Regulation 2012 as:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Any articles that the member of staff reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property.

- 8.2 If banned items are brought to school, be that intentionally or by unintentionally, the Headteacher will contact parents immediately and request a meeting, as soon as possible, depending on the circumstances. The seriousness of the incident may result in an exclusion and the consequences will be determined by the available evidence.

## 9 What happens if a child makes malicious allegations against school staff or other children?

- 9.1 If such an incident was to occur, the Headteacher will contact parents immediately requesting a meeting, as soon as possible, depending on the circumstances. The seriousness of the incident may result in an exclusion. The matter will be referred to the police if there are grounds for believing a criminal offence may have been committed.

## 10 The Use of Force to Control and Restrain Pupils

- 10.1 The guidance issued by the Department for Education, 'Use of reasonable force' (July 2015), gives clear advice on the definition of reasonable force and how schools should apply the guidance.
- 10.2 In the event of a higher likelihood that staff may be required to use 'Step On' training, this will be explained to parents/carers and clearly demonstrated.
- 10.3 Using CPOMs, staff should record any incidents where the use of 'reasonable force' has been applied (Step On Incident). The report should include:
- name(s) of the pupil(s) involved;
  - name(s) of any other staff or pupils who witnessed the incident;
  - the reason why force was necessary;
  - how the incident began and progressed including details of the pupils behaviour, what was said by each of the parties, steps taken to defuse the situation, the degree of force used, how it was applied and for how long;
  - the pupil's response and outcome of the incident;

- details of any injury suffered by the pupil, another pupil or member of staff and any damage to property.

## 11 Confiscation

- 11.1 Confiscation of items from pupils will occur where such a sanction is a reasonable and proportionate response to a situation.
- 11.2 Items of value or nuisance may be confiscated by staff and will be stored in a safe place until they can be returned, either to the child or to a parent/carer, at home time.

## 12 Fixed-term and Permanent Exclusions

- 12.1 We do not wish to exclude any child from school, but sometimes this may be necessary as a last resort. The school adheres to the statutory guidance: 'Excluding from Maintained Schools, Academies and PRUs in England' (September 2017).
- 12.2 Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year (for this purpose a lunch time exclusion counts as a half-day). In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if circumstances warrant this.
- 12.3 If the Headteacher excludes a child, parents/carers are informed immediately, giving clear reasons for the exclusion. At the same time, the Headteacher will advise them that they can, if they wish, make representations about the exclusion to the governing body.
- 12.4 The Headteacher informs the LA and governing body about any fixed-term and permanent exclusions.
- 12.5 In the event of a permanent exclusion, the Governing Body will form a Discipline Committee, made up of three members. This committee will consider any permanent exclusion on behalf of the governors.
- 12.6 If this Committee decides that a child should be reinstated, the Headteacher must comply with this ruling.
- 12.7 Where the Committee has upheld a permanent exclusion, parents/ carers may appeal this decision within 15 school days, after the day on which they were given written notice of the decision.
- 12.8 The Local Authority then establish an Appeals Panel to review the case and consider the appeal.

## 13 Associated Policies

- 13.1 This policy should be read in conjunction with the following school policies and procedures:

- Behaviour for Learning Policy
- Staff Code of Conduct
- Drug Education Policy
- Educational Visits Policy
- Exclusions Policy
- Home School Agreement
- Safeguarding and Child Protection Policy
- Marking and Feedback Policy
- PSHE and Citizenship Policy
- RSE Policy
- Guidelines for Parents
- School Brochure
- SMSC Policy
- Special Educational Needs and Disability Policy
- Anti-Bullying Policy
- Computing and E-Safety Policy
- Grievance Procedure

#### 14 Monitoring and Review

- 14.1 The governing body reviews this policy every three years. Governors may, however, review the policy earlier if the government introduces new regulations, or recommendations are received on how the policy might be improved.

## APPENDIX A

### **Our Vision Statement**

The vision for our school means that we want:

**Happy**

**Active**

**Inspired**

**Healthy**

**Learners**

All children will leave Poringland:

- with a desire to learn, inspired by innovative teaching and active learning;
- with the skills and self belief to enable them to succeed;
- with the confidence to solve problems, welcome challenges and to be independent learners, who have a love for learning.

Children will understand the importance of a healthy, active lifestyle. They will have a respect for others and a sense of moral responsibility as citizens in a modern world.

Poringland Primary School and Nursery will be known for its caring, supportive environment; a school where staff are valued and respected, who work together tirelessly to ensure everyone reaches their potential, both children and adults.



## APPENDIX B

### Promoting Positive Behaviour

At times, all children will experience uncomfortable situations, and these feelings can lead to negative behaviour.

At Poringland, all children are taught PATHS problem solving strategies such as 'Turtle' and 'Control Signals' (traffic lights) which they can use to manage uncomfortable feelings. Up to Year 3, children will have access to 'Feelings Faces', which assist in the development of emotional literacy; from Year 3, children begin to use 'Feelings Dictionaries' for the same purpose.

This approach, which is modelled by all adults within the school, will help them to adopt a solution-focused approach to achieving a resolution. Some children may need additional time to calm down away from the situation before a resolution can occur.

### Foundation Stage and Key Stage 1

The Class Charter (rules) should be clearly displayed in every classroom along with the PATHS Golden Rule. The children should clearly understand the expectations of behaviour.

A visual whole-class behaviour chart is used for positive discipline to celebrate positive behaviour and to remind the class of expectations of behaviour.

It is sometimes necessary to provide children with space away from a situation to calm down and think, or to 'do turtle' (e.g. one minute for every year of their age). A sand timer may be used as a visual signal. The child is likely to require support from an adult to reflect on what has happened and to use 'control signals' to make a plan for how to resolve the situation.

### Key Stage 2

The Class Charter (rules) should be clearly displayed in every classroom along with the PATHS Golden Rule. The children should clearly understand the expectations of behaviour.

Depending on the individual needs of the class, a visual whole-class behaviour chart may be used for positive discipline to celebrate positive behaviour and to remind the class of expectations of behaviour.

When necessary, children will be offered space away from a situation to calm down and think, or to 'do control signals'. The child is likely to require support from an adult to reflect on what has happened and to use 'control signals' to make a plan for how to resolve the situation.

We operate a 3-step system to support children to make appropriate choices regarding their behaviour.

If a child makes an inappropriate choice, they will be given a polite verbal reminder. If appropriate, PATHS problem solving language and strategies may be used.

If this behaviour continues, the following step system will be used:

#### Step 1

Staff will give a further reminder.

## Step 2

If the behaviour is disrupting the learning of other pupils, the child may be given space and time to reflect upon their behaviour, before resuming their activity.

## Step 3

Staff will request that the child speaks to another member of staff, e.g. Headteacher or Senior Member of Staff. Depending on the circumstances, staff may contact the parents/carers to discuss their concerns. A PATHS Reflection Sheet should be completed (See Appendix D)

### Consequences of Steps

As a consequence of being on a 'step', the child may lose a proportion of their break time. However, in most circumstances, this is the time taken for the pupil and staff member to have a discussion and to use 'control signals' to resolve the situation and plan a way forward.

It is important to provide an opportunity to reflect and quickly agree a plan to resolve the situation. A PATHS Reflection Sheet may be used as a prompt for discussion with the teacher. The teacher should retain any completed sheets (see Appendix D).

### SAD behaviour

In cases of unprovoked or extreme behaviour, the child will be accelerated to Step 3.

SAD behaviour is defined as:

S – swearing or use of offensive or other extreme language

A – aggression or violence that has resulted in the injury of another person

D – defiant behaviour, or refusal to accept the consequences as outlined in this policy.

### Individual Behaviour Plans

A small number of children have specific behavioural needs. If appropriate, an individual behaviour plan and/or risk assessment will be created. This will be designed around the individual child's needs and interests, and in discussion with parents/carers. The plan will continue until the child can be reintegrated into the main Behaviour Policy of the school.

## **Appendix C**

### **The School Rules**
















In our school:

- ✓ we always try our best and allow others to do the same;
- ✓ we respect and care for everybody and everything;
- ✓ we keep ourselves and others safe;
- ✓ we are polite and helpful to everybody;
- ✓ we sort out problems in a fair and sensible way and
- ✓ we are in the right place at the right time.

**APPENDIX D**

**PATHS REFLECTION FORM**

**Problem Solving – Understanding others feelings**

	<b>Stop, take a deep breath and calm down</b>					
	<b>What is the problem?</b>					
<b>I am feeling</b>			<b>The other person is feeling</b>			
<b>afraid</b> 	<b>angry</b> 	<b>confused</b> 	<b>disappointed</b> 	<b>excited</b> 	<b>frustrated</b> 	
<b>guilty</b> 	<b>jealous</b> 	<b>lonely</b> 	<b>sad</b> 	<b>worried</b> 		
	<b>What can you do about it?</b>					
	1.					
	2.					
	3.					
	4.					
	<b>Which is the best idea? I will try this and see how it works!</b>					

## APPENDIX E

### Behaviour Management Overview



# **Appendix F**

## **Poringland Primary School and Nursery**

### **Addendum to Behaviour Policy in view of COVID 19**



## **1. Aims**

- 1.1 Poringland Primary School and Nursery has an effective Behaviour Policy in place reflecting business as usual. This document serves as a COVID-19 annex/addendum and reflects how we have adapted our provision to meet the current circumstances.
- 1.2 We recognise that, for many children, the COVID-19 pandemic has raised many insecurities and worries which can impact upon a child's behaviour, mental health and wellbeing.

## **2. Rewards and Sanctions**

- 2.1 We will continue to encourage positive behaviour through the following whole-school strategies where social-distancing can be maintained:
  - Use of positive discipline, e.g. giving praise to those who exhibit the desired behaviours, or use of non-verbal signals (e.g. thumbs up);
  - Working closely with parents/carers;
  - PATHS curriculum;
  - Displaying the PATHS 'Golden Rule' ('Treat others the way you would like to be treated' in every classroom and throughout the school;
  - A restorative and solution-focused approach to resolving disputes between children through negotiation and compromise;
  - Weekly 'Vision Certificate' Assemblies (names of nominees and reasons for nomination published in the newsletter);
  - Working collaboratively to earn whole-class rewards.
- 2.2 The school aims to provide a safe and positive learning environment for all pupils. In the event of challenging behaviour, we employ a range of strategies, as appropriate to each individual situation (Appendix B).
- 2.3 The Classroom Charter (or rules) is clearly displayed in each classroom. School staff will discuss any incidents of challenging behaviour with reference to these agreed rules.
- 2.4 If a child's action cause serious injury to another party, e.g. first aid, then the child's parent/carers will be contacted. It may be necessary to request that the child be collected on the following grounds:
  - The child has not observed appropriate social distancing if they have physically injured another child;
  - Staff may have had to administer First Aid to the injured child, which otherwise would have been unnecessary;
  - The child's actions have resulted in otherwise unnecessary movement around the classroom or school.

## **3 The Role of Staff**

- 3.3 If there is a pattern of challenging behaviour, the class teacher would normally liaise with members of the Senior Leadership Team as appropriate (Headteacher or Deputy Headteacher).

- 3.4 It may be appropriate for the Headteacher or Deputy Headteacher to contact the child's parent/carer to discuss any concerns about their behaviour or welfare.
- 3.5 Where appropriate, school staff will discuss whether it is in the child's best interests to continue to attend school under the current circumstances. It may be necessary to request that the child is taken home, if it is deemed that, by remaining in school, the child poses a significant risk to themselves, to other children or to staff. Home-schooling would be provided if it were deemed necessary for a child to remain at home.
- 3.6 Wherever possible, the child should be supported to continue to attend school.

#### **4 The Role of Parents/ Carers**

- 4.1 The school collaborates actively with parents/carers, so that children receive consistent messages about acceptable behaviour.
- 4.2 We expect parents/carers to support their child's learning and cooperate with the school, as set out in the home-school agreement. This document is shared with all parents/carers of new children from Reception through to Year 6. We aim to build a supportive dialogue between home and school, and to proactively support parents/carers if we have any concerns about their child's welfare or behaviour.
- 4.3 The school expects parents/carers to support any actions taken by the school with regard to behaviour management. If parents/carers have any concerns about the way their child has been treated, they should initially contact the class teacher. If these discussions cannot resolve the problem, they should follow the steps outlined in the Grievance Procedure.
- 4.4 Parents/carers are expected to follow the guidelines set out in the Home-School Agreement (relating to COVID-19) when attending the school premises, and to exercise appropriate social distancing when coming into contact with staff, and other parents/carers and their children.

#### **5. The Role of Pupils**

- 5.1 When arriving and departing from the school site, children should exercise appropriate social distancing under the supervision of their parents/carers.
- 5.2 Within school, all children, regardless of age, are expected to follow the directions of staff with regard to appropriate social distancing.
- 5.3 Pupils have a responsibility to be cooperative and considerate, sharing and caring for each other as well as for personal and school equipment.

#### **7 The Use of Force to Control and Restrain Pupils**

- 7.1 If a child's behaviour results in staff needing to use force to control or restrain them, in order to keep the child, themselves or others safe, then the parents/carers will be contacted and the child will be sent home. This is because the child's behaviour will



have necessitated that staff will need to move to within 2 metres of the child, therefore putting them at risk. Home-schooling will be provided as an alternative.

## **8. Review**

- 8.1 This addendum will be reviewed on an ongoing basis, according to changes in guidance from the government.