

# Paulerspury C.E Primary School

## Behaviour Policy

Date written:	<i>September 2016</i>
Written by:	<i>Mr Nicholas Edwards</i>
To be reviewed:	<i>Every two years</i>
Agreed by Governors	<i>September 2016</i>
Next review:	<i>September 2018</i>

Our policies are written with our School Values in mind. These are:

Care, Courage, Creativity, Forgiveness, Honesty, Hope, Perseverance, Respect, Responsibility, Thankfulness and Trust.

Historic

Parent choice

Staff/Governor choice

Pupil choice

## Our School Aims

We aim to:

- ✓ ensure academic challenge and success
- ✓ inspire confident and independent learners
- ✓ encourage a lifelong love of learning
- ✓ develop children ready to face the challenges ahead
- ✓ promote success in the arts and across the curriculum

We will achieve this by:

- ❖ ensuring that dedicated staff use forward thinking strategies to enable learning
- ❖ providing specialist music, art and P.E. lessons to all children
- ❖ continuing to promote exemplary behaviour for learning
- ❖ offering a wide range of extra-curricular opportunities
- ❖ continuing to promote the school within a local, national and global dimension recognising all faiths
- ❖ focusing on the spiritual, moral, social and cultural development of children
- ❖ continuing to work with the Governing Body and other school partners to monitor children's outcomes and experiences
- ❖ working at the heart of local community that has a rich heritage

We believe in and expect good behaviour.

We believe that good behaviour needs to be taught and nurtured, that children need to be clear about what is appropriate and inappropriate behaviour.

We believe that when inappropriate behaviour does occur there must be known and agreed consequences. We do not tolerate bullying – please refer to the school 'Anti-Bullying Policy'.

We believe that the whole school community shares the responsibility for making right choices and encouraging good behaviour.

We believe that parents and carers are essential partners in sharing responsibility with the school for promoting good behaviour.

During the school hours of 8.50 - 12.00 and 1.00 - 3.15 where the children are by law required to be in school, the teachers are directly responsible for the children's behaviour. When on the playground before or after these times, the children are the responsibility of the adult with them.

During the lunch period from 12.00 - 1.00 the responsibility is delegated to the Midday Supervisors under the overall care of the Headteacher or Senior Teacher.

## The Code of Conduct.

Expectations of behaviour are contained in the Code of Conduct. The Code of Conduct was suggested by the School Council and agreed in Class Council Meetings. We also seek to live out our school values: Care, Courage, Creativity, Forgiveness, Honesty, Hope, Perseverance, Respect, Responsibility, Thankfulness and Trust.

## Code of Conduct

Always:

- Be kind and helpful
- Be respectful of people and property
- Use good manners and be polite
- Listen carefully and speak clearly
- Tell the truth
- Try to come to an agreement rather than argue with others
- Keep yourself and others safe
- Work hard and always do your best

## Playground Rules

Always:

- Invite and let others join in and play with you
- Play carefully and think of others' safety
- Share and take turns using equipment and play areas
- Tell an adult if there is a problem
- Listen to staff
- Stop playing and line up after the first bell
- Be quiet after the second bell

## How we encourage appropriate behaviour

The Code of Conduct and Playground Rules is introduced to parents and children from the New Intake Meeting in October. It is also included in the Home/School pack. Adults within the school act as role models at all times, modelling how to interact and move around school appropriately.

We also promote our '*Learning Behaviours*'. Good behaviour is often thought of as merely being compliant and doing as one is told, however we seek to nurture pupils in fostering a mindset in which the children are self-motivated and independent learners. Each Learning Behaviour is linked with the school Christian Values. [See Appendix 2 for further details]

There are eight Learning Behaviours and they spell 'Progress', each also has a BSL action, in order to aid memorisation:

- |                                       |                              |
|---------------------------------------|------------------------------|
| ▪ Partnership [Understanding others], | ▪ Resilience [Don't give up] |
| ▪ Really concentrate                  | ▪ Enjoy learning             |
| ▪ Overcome obstacles                  | ▪ Show curiosity             |
| ▪ Give it a go                        | ▪ Strive for improvement     |

In order to encourage appropriate behaviour, adults will:

- use verbal praise, written praise in children's books, stickers, stampers or whole class rewards.
- Use specific class rewards [age appropriate for each year group], award 'Star of the Week', Headteacher Awards are given to those exhibiting one or more of the school values consistently or for acts of particular kindness,
- A list of the recipients of a Headteacher's Award is kept and our governors decides from an anonymised list to whom a Governors' Award is to be given.
- ensure that children know the good choices and explain the behaviour that we wish to see.
- let parents know about their children's good behaviour through telling them on the playground, notes home or phone calls, certificates, reward stickers or special responsibilities.

### How we discourage inappropriate behaviour

If a child breaks our Code of Conduct or Playground Rules, we will try to prevent this from happening again by reminding children of the rules, praising subsequent good behaviour as it occurs.

We also use the following strategies as advised by Jogo Behaviour Support:

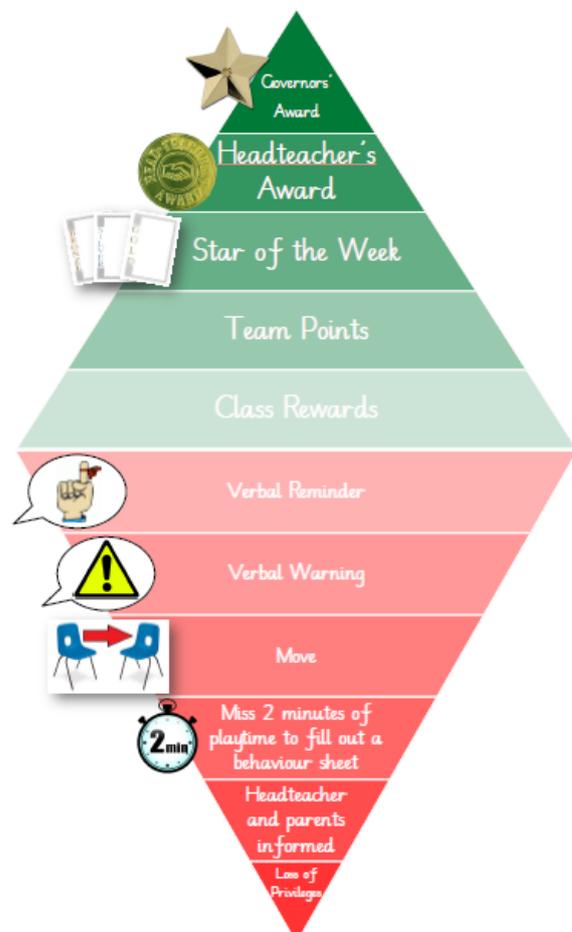
1. The Look
2. Physical Proximity
3. Proximity Praise
4. Take up Time
5. Hurdle Help
6. Tactical Ignoring
7. Broken Record Technique
8. Moving In Moving Out
9. Withdrawal/Remove and Time Out
10. Antiseptic Bouncing
11. Refocusing
12. Positive Choice Option
13. Eye Contact
14. Privately Understood Signals
15. Positive Reinforcement
16. Positive Language and Instructions
17. Safe Spaces
18. Teaching not Monitoring using The Behaviour Plan
19. Environmental Restructuring
20. Humour not Sarcasm

### We have agreed to deal with persistent misbehaviour by:

- Give an effective reminder of appropriate behaviour. If this persists then:
- Give an effective warning that if inappropriate behaviour continues they will be moved.
- Move the child to a quiet place to think, cool off and continue their work.
- Miss 2 minutes of a playtime for discussion with the Teacher or Lunchtime Supervisor and completion of a behaviour reflection form.
- removing the child to the hall to sit quietly during a break time, with adult supervision or removing the child from the area they are playing.
- referring child to the Head or a Senior Teacher when parents will be contacted.

If more persistent or serious incidents occur, these will be immediately referred to the Head or Senior Teacher to be dealt with immediately. When poor behaviour becomes repetitive, parents will be notified to attend a meeting where there will be discussion of specific behaviour targets and support that school can provide.

This information is appropriately displayed for children around the school in the 'Behaviour Diamond'.



### Potential / Actual bullying incidents using online technologies

As a school we do not treat on-line behaviours differently to off-line behaviours and we have exactly the same expectations for appropriate behaviour; *a philosophy which sits within all ICT and PSHE materials for children and young people and their parents/carers*. This is further outlined within the school Acceptable Use policy as it is only the tools and technologies that change within our school – not behaviour of children, young people and adults.

If an incident is very serious, the parents will be contacted immediately. On the occasions where parents are required to attend a meeting, future actions will be agreed, including the use of internal sanctions and fixed-term exclusions.

Refer to DfE guidance for serious incidents.

### **Managing and Recording Exclusions**

There are 3 types of exclusions:

- Lunchtime
- Fixed Term
- Permanent

DfE Guidance indicates that the following circumstances may lead to exclusion –

- Serious actual or threatened violence against another pupil or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon.

Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. Although it is the responsibility of the Headteacher to exclude pupils from school, this is done in consultation with the members of the Pupil/Personnel Subgroup of the schools' Governing Body and Chair of Governors.

The Governors' role is to confirm any Permanent Exclusion or Fixed Term Exclusion for more than 5 days.

If a child is excluded from school the Headteacher will:

- Inform the pupil's parents of the period of exclusion.
- Give reasons for the exclusion.
- Advise the parents that they may make representation about the exclusion to the Schools' Governing Body and how this can be made.
- Inform the LA and Schools' Governing Body of the details of the exclusion.

The Headteacher will endeavour to provide this information at a meeting with the parents, accompanied by a letter to confirm what has been discussed.

### **The use of force to control and restrain pupils**

All members of staff are authorised by the Head to use reasonable force to restrain or control pupils. They are required to sign a copy of "The use of force to control or restrain pupils" (enclosed), which lays down the school's guidelines for when force may be used.

Any incidents where a member of staff has to use reasonable force to restrain or control a pupil will be notified to the Headteacher who is responsible for:

- Recording it in the school's incident book, kept in the school office.

- Informing the parents.
- Informing the Chair of Governors.

Where possible, parents will be briefed in advance about action the school might need to take to restrain or control individual children.

Section 550A of “The use of force to restrain or control pupils” guidance 10/98 states:

9. *The section allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:*

- *committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);*
- *injuring themselves or others;*
- *causing damage to property (including the pupil’s own property);*
- *engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.*

10 *The provision applies when a teacher, or other authorised person, is on the school premises, and when he or she has lawful control or charge of the pupil concerned elsewhere e.g. on a field trip or other authorised out of school activity.*

### **Equal Opportunities**

This policy applies equally to all regardless of:

- Language
- Gender
- Social and ethnic origin
- Family composition
- Learning needs
- Lifestyle
- Physical attribute
- Sexuality

### **Review**

This policy will be reviewed every two years.

## Appendix 1

Memo: To all staff

Regarding: Section of 550A of the Education Act 1996

### The use of force to control or restrain pupils.

9 As members of the staff of Paulerspury School, you are authorised to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- injuring themselves or others;
- causing damage to property (including the pupil's own property);
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

10 This provision applies on school premises or if you have charge of a pupil elsewhere on a trip.

In defining reasonable force, there are 2 considerations:

- The use of force is reasonable only if the particular circumstances warrant it. Any use of force is unlawful if a situation could be resolved without force.
- The degree of force used must be in proportion to the consequences of an incident. Any force used must be the minimum needed to achieve the desired result.

It is the policy of the school that wherever practicable, a pupil will be told what to do before any use of force. The members of staff should continue to attempt communication with the pupil, using a calm and measured approach.

If you have any queries regarding this memo, please speak to the Headteacher.

Please sign both copies and return one to the Headteacher.

Signed:

Date:

## Appendix 2

Learning Behaviours

	Learning Behaviour	Actions	Values link
P	<b>Partnership</b> [Understanding others] Nehemiah gets everyone together to rebuild the walls of Jerusalem – Nehemiah 4:6-23	<ul style="list-style-type: none"> <li>▪ Learn as a team.</li> <li>▪ Co-operate with other learners. Unite!</li> <li>▪ Listen to others.</li> <li>▪ Say when you don't understand.</li> <li>▪ Be kind when you disagree.</li> <li>▪ Explain things to help others.</li> <li>▪ Remember that everybody has something to contribute.</li> <li>▪ Be tolerant. Accept different ideas and opinions.</li> </ul>	Care Forgiveness Hope Respect Trust
R	<b>Really concentrate</b> <i>My child, listen to what I say, and treasure my commands. Tune your ears to wisdom, and concentrate on understanding.</i> – Proverbs 2:1-2	<ul style="list-style-type: none"> <li>▪ Manage distractions.</li> <li>▪ Break things down.</li> <li>▪ Plan and think it through.</li> <li>▪ Draw diagrams.</li> <li>▪ Jot down thoughts or words which help you think.</li> <li>▪ Do one thing at a time.</li> <li>▪ Focus.</li> </ul>	Responsibility
O	<b>Overcome obstacles</b> Story of the prodigal son – Luke 15:11-24	<ul style="list-style-type: none"> <li>▪ Respond to all feedback.</li> <li>▪ Learn from our mistakes.</li> <li>▪ Reflect on your learning.</li> <li>▪ Don't worry if things go wrong.</li> <li>▪ Make every piece of learning better than the last.</li> </ul>	Forgiveness Perseverance
G	<b>Give it a go</b> Daniel and the lion's den – Daniel 6 David and Goliath – 1 Samuel 17	<ul style="list-style-type: none"> <li>▪ Be positive.</li> <li>▪ Be brave.</li> <li>▪ Take risks in your learning.</li> <li>▪ Gives everything a go.</li> <li>▪ Challenge yourself.</li> <li>▪ Think about things in different ways.</li> <li>▪ Get involved.</li> <li>▪ Be a problem solver.</li> <li>▪ Have self-belief and confidence.</li> </ul>	Courage
R	<b>Resilience</b> [Don't give up] Story of the Persistent widow – Luke 18:1-8	<ul style="list-style-type: none"> <li>▪ Learn hard.</li> <li>▪ Practise lots.</li> <li>▪ Keep going in the face of difficulty.</li> <li>▪ Try new strategies.</li> <li>▪ Ask for help.</li> <li>▪ Try again.</li> <li>▪ Redraft.</li> <li>▪ Take a brain break.</li> </ul>	Perseverance
E	<b>Enjoy learning</b> Jesus teaches about the excitement and possibility of faith – Luke 17:5-6	<ul style="list-style-type: none"> <li>▪ Feel proud of your achievements.</li> <li>▪ Feel you neurons connecting!</li> <li>▪ Imagine your intelligence growing by the minute!</li> <li>▪ Be creative.</li> <li>▪ Let your imagination go.</li> <li>▪ Use what you have learnt in real life.</li> <li>▪ Know that you can do it, if you practice.</li> <li>▪ Think up new ideas and questions.</li> </ul>	Creativity Hope Thankfulness
S	<b>Show curiosity</b> Samaritan woman asking questions of Jesus – John 4:7-26 The boy Jesus at the Temple – Luke 2:41-52	<ul style="list-style-type: none"> <li>▪ Ask questions. 'What if...?'.</li> <li>▪ Try new things.</li> <li>▪ Notice things.</li> <li>▪ Look for patterns and connections.</li> <li>▪ Problem solve.</li> <li>▪ Be excited to try new things.</li> <li>▪ Think of possible reasons.</li> <li>▪ Research.</li> </ul>	Creativity Hope
S	<b>Strive for improvement</b> Jethro, Moses' Father-in-Law, who makes some suggestions about how to govern people, which Moses puts into practice – Exodus 18:13-27	<ul style="list-style-type: none"> <li>▪ Keep reviewing your learning.</li> <li>▪ Identify your best bits and then challenge yourself.</li> <li>▪ Improve one thing at a time.</li> <li>▪ Try to be better than the last time.</li> <li>▪ Listen/read and respond to feedback.</li> <li>▪ Don't compare yourself to others, only yourself.</li> <li>▪ Take small steps.</li> <li>▪ Make every piece of learning better than the last.</li> </ul>	Courage Responsibility