



Pewsey Primary School

Behaviour Policy

Rationale

Pewsey Primary is committed to developing an environment of exemplary behaviour. We are a caring community, whose values are built on high expectations, mutual trust and respect for all. The school behaviour policy is therefore designed to promote a calm, purposeful environment where everyone feels happy and safe. Secure in the knowledge that approaches to behaviour will be consistent and fair. We pride ourselves on our excellent relationships and understand that positive behaviour should be taught and modelled.

Aims

At Pewsey Primary School: **'We work best when we work together'**

Our Aims:

- Maintain an orderly community in which effective learning can take place and where there is mutual respect between members.
- Help children develop a sense of self-worth, identity and achievement.
- Help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- Develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- Build a community which values kindness, care, and empathy for others.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our school rules

Our school rules are displayed in each classroom and are referred to in every conversation around conduct. We emphasise the responsibility of **all** staff, governors and parents to maintain positive behaviour.

- **Ready**
- **Respectful**
- **Safe**

Managing Behaviour

At Pewsey Primary we recognise the need for a clear and consistent behaviour approach.

All staff

- Will refer to our three school rules 'Ready, Respectful, Safe.'
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition board.
- Be calm and give 'take up time' when going through the steps which are displayed in each classroom.
- Follow up by engaging in reflective dialogue with learners.
- Never ignore or walk past learners making poor choices.

Senior Leadership Team

- Meet and greet learners at the beginning of the day.
- Be a visible presence around school and especially at changeover time.
- Celebrate children whose effort goes above and beyond expectations.
- Stand alongside colleagues in behaviour issues to support, guide and show a unified consistency to children.
- Use behaviour data to target and assess behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Praise and Recognition

Praise is used to develop a positive atmosphere in the school. At Pewsey Primary we understand that it is the key to developing positive relationships, including with those learners who are hardest to reach.

Each class will have a recognition board and every week they will work on a learning behaviour that is appropriate for their class. The goal is for all learners to be able to be placed on the board during the week having learnt the desired behaviour. Some behaviours will need to be revisited to embed the behaviour for all children.

We also recognise and reward learners who go 'above and beyond' our standards. Children who have consistently gone "above and beyond" in their learning and behaviour will go on the 'Above and Beyond' board. They will receive a gold sticker from a member of the SLT and be celebrated in our whole school Friday Celebration Assembly.

Sanctions

For the vast majority of our learners a gentle reminder is all that is needed to return back on track. However, if low-level disruption persists, we will take the following steps in managing and modifying poor behaviour choices. Learners are held responsible for their own behaviour.

	Steps	Actions
1	Reminder	A reminder of our three simple rules – Ready, Respectful, Safe. Praise will be given if the learner is able to model good behavior choices as a result of the reminder.
2	Caution	A clear verbal warning will be delivered, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to encourage them to make good choices. The phrase, 'Think carefully about your next step,' should be used.
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Use the 30 second scripted intervention. I have noticed that you are (having trouble getting started, having trouble concentrating ...). You are not following our rules (refer to the three school rules) because of that you need to..... (Move to another table, complete learning at another time). See me for 2 minutes at break time. Do you remember when you (Refer to previous positive behaviour). That is what I need to see today. Thank you for listening. Walk away and give the child some 'take up' time. If the warning is not heeded and the behaviour continues the child will be informed that they will miss 10 minutes from the next break/lunch time in reflection time.
4.	Time out	Time out might be a short time away from the classroom with another class, TA or the Rainbow Room. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair/ Restorative Conversation	Children will be expected to have a reflective dialogue <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Communication with parent/carer

If a child continues to make poor choices requiring reflection, staff will inform parents or carers.

Serious incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Head teacher or SLT.

For KS1 pupils, often a 'stern word' from the Head teacher will be enough. For KS2 pupils, the teacher may ask a Teaching Assistant or responsible pupil to ask the Head teacher to come and collect the pupil from the class. The Head teacher may call on another member of staff to assist if the pupil is being particularly difficult. The Head teacher will then decide on the appropriate course of action – parents may be telephoned and may be asked to discuss the matter with the pupil or come into school to discuss how to resolve the problem. If the pupil appears to be at risk to themselves, others or school property, parents may be asked to take the pupil home for the rest of the day (a half day suspension). If a parent cannot collect a child, they will spend the rest of the day with the Head teacher or person in charge of the school on that day. A more formal suspension may follow for the following day(s).

Depending on the nature of the misbehaviour, the Head teacher will decide if an Internal or external suspension is appropriate and parents will be informed. Certain behaviour that will normally lead to a suspension are: swearing/extreme rudeness towards a member of staff, violence of any kind towards a member of staff, extreme violence towards another pupil, major damage to property, leaving the school premises and/or acting in a manner that puts the pupil (or others) in extreme danger.

At any point, the Pastoral Manager may be asked to intervene and implement strategies to support the child in managing their behaviour and/ or emotions, and in making appropriate choices. This may be part of a planned programme or ad hoc depending on the child and frequency of such misbehaviour.

Pupils with very challenging behaviour

As a school we recognise that for some children, with more challenging behaviour, our step procedures might not work. However, every school has the duty to be inclusive – as directed by LA and Government guidance.

For those pupils who are exhibiting very challenging behaviour, it is important for the parents and school to sit down and discuss a behaviour programme as soon as possible in order to 'manage' the behaviour to ensure that the pupil and staff of the school can work together effectively.

A Behaviour Management Plan - will involve the pupil's class teacher, the Head teacher, any Teaching Assistants who work with the pupil, the Pastoral Manager, Behaviour Support Service and the pupil's parents. This plan will ensure that the child and school have agreed strategies for dealing with anger and unacceptable behaviour. The plan will be regularly reviewed and adapted to ensure the pupil is supported correctly and the rest of the school community is able to work in a safe environment. This plan may involve reducing the hours the pupil is permitted to be in the school. It may also involve other specialist outside agencies.

Organisation and Facilities

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state.

Spaces in Pewsey Primary include:

- The rainbow Room
- The playground
- A time out space within class and out of class
- The Head teacher's Office

Positive Handling

On rare occasions, it may be necessary to remove a child from danger or to protect themselves or others. We use the minimum amount of force and follow guidelines laid down by the DFE. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies may also be commissioned, if it is not already in place.

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs Policy). If children have 'behaviour' as an additional need, we use the 'Wiltshire Graduated Response to SEND Support' document as a guide to identifying the particular needs and targets. All staff, including Midday Supervisory Assistants (MDSAs) will be aware of pupils with behaviour needs, targets and any special arrangements.

Home/School Agreement

Parents are always welcome to approach the school for advice on people to contact for assistance with behavioural issues at home and school.

It is vital for Home and School to agree on similar standards of acceptable behaviour. If pupils arrive at school physically and mentally fit to learn, there is far greater chance of them reaching their potential.

Our Behaviour Policy encourages a positive consistent and fair approach. We endeavour to foster excellent relationships with the children which enables us to build a caring and respectful environment based on kindness and trust.

Appendix

- Paul Dix – When the Adults Change Everything Change

