

Pittington Primary School



Behaviour Policy

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Behaviour Policy

The aim of this policy is to develop in children a sense of self-discipline and an acceptance of responsibility for their own actions. In addition we aim to create an orderly school community in which effective learning can take place, in which there is mutual respect between staff, children and visitors.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equality policy
- Attendance Policy
- Safeguarding and Child Protection Policy

At Pittington Primary school we are committed to enabling all children to access education successfully. This is an “inclusive” process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

To create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property. This includes bullying, cyber-bullying, prejudice based and discriminatory bullying.

To praise and reward positive attitudes to behaviour and work and to maintain fairness and consistency, whilst encouraging self-discipline.

We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour, we can build individual and collective esteem and encourage good personal relationships.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others.
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to, rewarding good behaviour and mutual respect
- Whole school approach to discipline with a clearly defined code of conduct.
- It is expected that all adults (staff and volunteers) will set excellent examples to the children in all their work.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- Effective communication systems
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents; working on an active partnership to promote good behaviour.
- Early support for developing problems.
- Strategies may be recorded in a Support Plan or where there is a high level of concern, a Pastoral Support Plan.
- Bad language is considered to be unacceptable behaviour
- Inappropriate 'banter' is considered to be unacceptable behaviour
- We will seek advice and support from appropriate outside agencies.
- As the staff of the school we will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes.
- Corporate approach but with due regard for individual circumstances
- Opportunities for responsibility and recognition for non- academic achievement.

Implementation

It is recognised that the quality of learning experiences in the classroom will have an impact on behaviour. High expectations from staff delivering a curriculum matched to children's varying needs will help to motivate pupils promoting self-esteem and confidence, leading to order and self-discipline.

It is also recognised that external influences on children must be taken into account and related to the expectations of the school. The development of good relationships with parents will assist in the encouragement of support and understanding.

Finally, it is important to reward those who behave well. Most children respond well to praise and there is something worthy of praise in all children. However, it is important that children accept responsibility for their own actions through a clearly defined code of conduct understood by all.

The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy 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 the children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in Pittington Primary school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and with respect and understanding.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

The Role of Support Staff

It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.

The staff at Pittington Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

All non-teaching staff treat each child fairly and with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

The Role of Parents and Carers

Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

In order to assist with the implementation of our discipline policy, staff should:

- Aim to be good role models.
- Supervise children to and from classrooms, into cloakrooms and to and from the playground
- Remind children, as they leave classes, of expected behaviour when moving around school i.e. walking in single file - no running.
- Encourage toilet visits at breaks and lunchtimes.
- Encourage group/ring games in the playground, placing emphasis on taking turns
- Praise individuals, groups as and where appropriate.
- Ensure that resources are clearly labelled, easily accessible and that children have some responsibility for their care.

Class Management Procedures

To promote good discipline within the classroom staff should aim to:

- Label resources clearly and make them easily accessible
- Design classroom layout to facilitate ease of movement
- Organise and adhere to consistent classroom routines e.g. lining up, sitting correctly
- Avoid queues
- Be well prepared and organised
- Allow adequate time for tidying up.
- Make expectations clear to children and parents, when applicable.
- Share responsibilities between all children.
- Avoid shouting, use eye contact, gesture, etc.
- Maintain a quiet, calm atmosphere.
- Send children to collect resources in small groups.
- Be ready in the classroom to greet children before the start of each lesson.
- Involve children in the organisation of systems wherever possible.
- Be positive e.g. use of 'please walk', rather than 'don't run'.

Each class agrees rules that are drawn up at the beginning of the year. The children agree to abide by these rules and understand that if they do not adhere to them there is a procedure that is followed fairly and consistently for everyone.

For complying with these rules the children may be rewarded with: house points, praise, certificates, stickers and whatever else the teacher feels is appropriate to the cohort of children.

A failure to comply with these rules will result in a 'look', a warning and loss of golden time. Persistent failure to comply may result in a growly.

Positive Behaviour Management

There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and anger management difficulties. Less obviously these include poor motivation, poor organisational skills and poor concentration.

The most important cause of behavioural difficulties in children is their limited self-esteem. Children often have life experiences which make them feel that they are not loved, cared for, valued or seen as special by others. This can inform their behaviour patterns, which may have a negative influence on the way people react to them, which ultimately reinforces their low self-esteem. A vicious circle is established, which many pupils lack the insight or the power to break.

Pupils with low self-esteem may display their insecurities by:

- Becoming either boastful or over self-critical
- Becoming aggressive or withdrawn
- Looking for ways to avoid new academic or social challenges
- Finding it hard to relate appropriately to others and appearing uncomfortable in unfamiliar company or situations
- Experiencing difficulties in making friends

Dealing with emotional and behavioural difficulties in school

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Ten useful steps to try:

1. Establish a friendly, positive, supportive relationship with the pupils in your care.
2. Make sure, wherever possible, that pupils are doing purposeful activities that they enjoy.
3. As soon as it occurs, reward positive behaviour with attention and praise. 'Catch them being good'.
4. Where possible, identify when behaviour problems are likely to arise and try to divert to modify the pupils' behaviour before discipline is needed.
5. Know the school rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
6. Know what sanctions you can use, but try to avoid using them – especially if a quiet word or reminder will do.
7. Always remain calm when you speak to pupils. This will help you maintain your authority and confidence and keep your relationships with them positive.
8. Avoid telling a pupil off in public.
9. Avoid the use of sanctions when support strategies will suffice.
10. Use the school's Behaviour Management System so that you support each other in addressing the individual pupil's needs and those of the whole school

Rewards can include the following:

- Written praise e.g. a positive comment on work, report, postcard home
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, name read out in class assembly
- Merit points, certificates for academic and non-academic achievement
- Kind word and smiles, Headteacher award on work or as a sticker

- Trophies and Special Awards
- Placing value on achievements eg. work shown to another class
- Newsletter, part of Celebration Assembly
- Special responsibilities e.g. being a monitor/house captain
- Child, group or class, singled out as a role model
- Weekly award of merit point and token trophies and pupil of the week

And anything else that you think is appropriate to your cohort of children

Pittington Primary School Behaviour Management System

If behaviour is unacceptable the Behaviour Management Plan must be followed:

1. Member of staff should ask the child to stop whatever it is that is unacceptable
2. A 'look' is given to the child
3. A 'warning' is given to the child
4. The child loses 5 minutes of golden time. This should be recorded immediately.
5. The child loses another 5 minutes of golden time.
6. A blank 'Growly' is placed on the table in front of the child
7. The 'Growly' is filled in and the child is sent, with the 'Growly' to a member of the Senior Leadership Team.

If a child receives a filled in 'Growly' then the parents/carers must be informed.

Once a child has a filled in 'Growly' they then sit with a senior member of staff, usually the Headteacher, for part of their morning playtime, lunchtime and afternoon playtime. Once this is complete the 'Growly' should be filed in the child's personal file and the incident logged onto CPOMs.

In the Nursery, points one and two above are followed and then the child will have one minute time out with a sand timer away from the group. They will then return to the activity. In Reception, this is increased to five minutes. Golden Time is introduced when it is thought appropriate by the class teacher.

Golden Time

Golden Time is a strategy used to reinforce and reward positive attitudes and behaviours. Children begin each week with 45 minutes of 'Golden Time'. Individual teachers can decide what 'Golden Time' activities they decide to offer but they must offer the children an incentive. Teachers could pair up and offer 'Golden Time' to mixed year groups offering the children a choice of activities.

During Golden Time the children take part in their choice of activities. However those children who have lost Golden Time must sit out and wait until their time is up.

Exclusion

As an inclusive school the philosophy of Pittington Primary School is to support children and parents in overcoming difficult and challenging behaviour. However the school reserves the right to exclude as an ultimate sanction.

Procedures following a Fixed Term Exclusion

- Exclusions up to 5 consecutive days – work should be set and marked by the school. During this period the parents of the excluded pupil must ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

Procedures following a Permanent Exclusion

It is the responsibility of the school during the first 5 days of a permanent exclusion to ensure that work is sent home for the pupil to complete. During these initial 5 days of exclusion the parents of the excluded pupil must

ensure that their child is not found in a public place during normal school hours without reasonable justification. Parents may be subject to a Fixed Penalty Notice if they fail to do this.

From the 6th day of a permanent exclusion the Local Authority (LA) is statutorily responsible for ensuring that suitable full-time education is provided. In cases where the pupil lives in a different LA from the school, this will be the pupil's home LA.