



**Pinfold Street**  
**Primary School**



# **BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPALS**

**Date of Policy: November 2019**

**Date of Review: December 2019**

**Date of Next Review: November 2020**

## **1. EXPECTED OUTCOMES**

All pupils conduct themselves appropriately in different situations. The school community encourages pupils to display self-discipline through the consideration and understanding of others. The good behaviour of pupils enables effective teaching and learning to take place. All adults in the school community consistently apply this policy and set high levels of expected behaviour.

## **2. AIMS**

- To create a community where children are encouraged towards self discipline
- To teach children to be considerate and understanding of others
- To enable effective teaching and learning to take place
- To set high standards of expected behaviour
- To value all children and their contribution to school life
- To raise the self-esteem of pupils
- Provide a consistent approach to behaviour management

## **3. LEGISLATION AND STATUTORY REQUIREMENTS**

This policy is based on research and best practice advice from various sources including the Department for Education on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Supporting pupils with medical conditions at school
- When the adults change, everything changes
- Section 175 of the Education Act 2002 – duty to safeguard and promote the welfare of pupils
- Sections 88-94 of the Education and Inspections Act 2006 – regulate pupils behaviour, publish a behaviour policy and written statement of behaviour principals
- DfE Guidance – publishing behaviour policy

## **4. PRINCIPLES**

The underlying principles of our behaviour approach are based on creating a positive ethos and establishing assertive discipline.

All individuals need to receive regular praise and encouragement. If children receive regular good news about their qualities and strengths, they are more able to work constructively on developing their weaknesses. Individuals with good self esteem are more likely to work on improving their skills than those who are threatened by failure. Our school's ethos is based on the quality of relationships – both the professional relationships between staff and the ways in which pupils and staff treat each other.

Assertive discipline is calm, positive, emphasises good behaviour and is consistent. Children understand it is the behaviour, not the child, which is challenged and all staff have the same approach and strategies. Positive behaviour outcomes are stated (*'Please walk in the corridor'* rather than *'Don't run in the corridor'*) and children are encouraged to manage and reflect on their own behaviour.

## **5. REWARDS AND POSITIVE PRAISE**

We believe that the best results are achieved when the emphasis is placed on positivity and praise. Staff should commend pupils' successes and emphasise their potential rather than focussing on their failures. We want pupils to be intrinsically motivated and gain satisfaction from their own achievements.

Praise can be given in both formal and informal ways, in public and in private, to individuals and to groups of children.

Staff use a range of approaches, as deemed appropriate. These include:

- Praise and praise signals
- Marvellous Me – communication with parents
- Attendance recognition
- Building Learning Power certificates
- RESPECT assemblies and badges
- Behaviour above and beyond expectations will be rewarded with certificates and shared within the school and family communities.

### Recognition Board

All classrooms use recognition boards to recognise positive behaviours and focus on the positives instead of the negative behaviours. The behaviour that is being recognised is changed on a daily basis and each child has the opportunity to have their names written on the board and be recognised. It is of paramount importance that children's names are not removed from the board and that a new behaviour/expectation is selected each day. Eg. Tidy tables, listening carefully, working as part of a group, working independently. The purpose of the board is to promote independence and internal motivation, without the need for extrinsic rewards such as stickers, certificates and badges and that behaviours are rewarded with the teachers' recognition for doing the right thing.

## **6. MORNING GREETING**

We want all pupils to feel that they 'belong' and are 'wanted' in school to be part of our community. Staff greet all children on the door in a morning with a smile. The staff randomly notice something about the child, ask them a question to peak their interest and show them that they care. This helps set a positive tone for the day and helps foster positive relationships with the children.

## 8. SANCTIONS

When sanctions are invoked, it should be explained to the children the reasons for the sanctions and why their behaviour is unacceptable. Sanctions should be certain and swift and carried out on the same day. Any warning given, must be recorded on the warning sheets as this data is gathered termly for analysis. Our agreed list of sanctions is:

### Occasional, minor misbehaviour:

- Scripted responses (see appendix)
- Reminder of expected behaviour
- Verbal reprimand – quietly, to the individual
- Apologies (oral and/or written)
- Explain the reason for the request/instruction
- Explain/ask the child to think about the consequences
- Encourage the desired behaviour (*I've noticed, you need to....*)
- Segregations within the classroom – for disruptive behaviour (not in corridors)

### Minor, persistent misbehaviour:

If the minor misbehaviours continue:

- A warning is issued
- Time out, within the class – two warnings
- Loss of playtime – three warnings
- Time out, send to partner class – four warnings
- Child sent to key worker if they have one or the Deputy or Headteacher
- The child's parents are contacted
- CPOMS updated and incident logged under Behaviour

### Major or significant misbehaviours:

When a serious incident occurs, it is imperative it is dealt with swiftly and firmly. Such incidents might include physical harm to themselves or others, serious or violent threats, offensive or abusive language to others, wilful damage to property, dangerous behaviour (including climbing trees), leaving the premises, theft. Bullying is considered a significant misbehaviour. (See Anti-bullying Policy).

- Blue/green notes to Headteacher
- Incidents recorded – CPOMs – recorded in behaviour category
- Involvement of Headteacher/ SLT/ Pastoral team

- Parents informed
- Detention considered

If racist abuse, threats or attacks occur, a **Green Note** is completed. This is sent to the Headteacher who will investigate the incident, log it, decide the sanction and contact the child's parents/carers.

All aggressive, racist and bullying incidents are reported to Walsall Council.

In incidents where the child leaves the classroom, a member of staff (usually SLT or Key Worker) needs to monitor their safety. This may be at a distance if approaching the child may mean they become more agitated, run further away or put themselves into a dangerous situation. Only when they are in a more 'reasonable' state of mind, should discussions take place, and the child willingly return into the school building.

If a child runs out of school, their parents/carers are informed by telephone and/or the police are contacted. A support plan is put into place in consultation with parents. Potential triggers for the behaviour are carefully monitored to minimise a repeat of this 'at risk' behaviour.

If a child receives a warning in a group other than their class group, when they return to their class, they must report it to the teacher. The class teacher then updates the Behaviour Tracker.

#### Detentions:

When other sanctions have failed, behaviours are significant or if inappropriate behaviour has been reported to the headteacher, detention may be used as a sanction. Parents are informed in advance of any detentions. Only the Headteacher (or in her absence the Deputy) can issue a detention.

Detentions are reflective, allowing the child to consider their behaviour and the choices they made. A detention sheet is completed, shared with the class teacher and parents. The duration of the first detention is 30 minutes, the second is 45 minutes and the third is one hour. If three detentions are issued and serious misbehaviour continues, exclusion will be considered.

Cases being considered for exclusion will be in accordance with guidelines issued by the local authority. (See Exclusions Policy).

## **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 SENCO 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 support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support for that child.

## **10. LEARNING MENTOR AND BEHAVIOUR SUPPORT WORKER**

### Key Workers:

Children at risk of exclusion will be allocated a key worker, whose role is to remove disruptive children to a quiet area to calm down and then discuss the incident which has upset them or caused them to make the wrong choices. The aim is to minimise disruption to others and their learning, give the distressed child 'time out' and the opportunity to discuss/think about their behaviour and the triggers that led to it.

Children can ask to speak to a key worker at any time.

### The role of the Learning Mentor (as defined by the DE and EIC):

- Identify and remove barriers to learning
- Set targets, monitor progress and provide guidance for pupils
- Build confidence and self-esteem
- Liaise with families and staff
- Develop a whole school culture
- Manage caseloads, work with Parent Support Worker and families

(For more information, see *Learning Mentor Teacher Information/Referral*)

### Children's Concerns:

If a child is upset, he/she is encouraged to manage their anger/upset by taking time out and talking to a member of the behaviour team. They must not run out of school or react in an inappropriate way.

Children will be praised for managing potentially disruptive behaviour in this way. They also know they will have the attention of an adult and that their concerns are being listened to.

## **11. REPORTING INCIDENTS**

Most incidents involving unacceptable behaviour will be dealt with by teachers, support staff or lunchtime supervisors. However, in certain circumstances, matters will be

reported to an Assistant Head or the Deputy. Such referrals are followed up as soon as possible and dealt with appropriately.

All incidents where senior staff are involved need to be recorded in writing, including the name of the child, the date(s) and details of the incident (s) and the actions taken.

Responses to poor behaviour are rigorous but respectful. We do not “name and shame” children nor make public the sanctions used. This means that children and parents/carers do not always see that the matter has been dealt with. To ensure openness and clarity, the Headteacher or Deputy Headteacher, at their discretion, may give a verbal summary to the parents/carers of the ‘victim’ around what actions have been taken. In the interests of data protection no information is given about individuals, including their names.

## **12. LUNCHTIMES AND PLAYTIMES**

The principles of Assertive Discipline apply at all times, both within and outside school, during lessons, playtimes and lunchtimes. Procedures are followed as listed above for minor misbehaviours. Praise and encouragement, the stating the expected positive behaviours, remaining calm and quietly spoken when dealing with misbehaviour are always expected. Scripted responses are used in the first instance to reinforce positive behaviour and correct choices.

Behaviour management techniques of sarcasm, raised voices or ‘angry’ gestures are never used. It is the behaviour that is discussed, not the child. (For instance, we don’t say, “Fred **you** have been naughty”, but “Fred, **taking the ball from the other child** was inappropriate. Can you remember when you shared the ball and played nicely? That is what we want to see).

For more serious misbehaviours, a **lunchtime detention** system operates. Children are kept in the following lunchtime, with a member of the behaviour team. This detention is reflective, with the aim of ensuring it is not repeated. If the misdemeanour is repeated or another serious incident occurs, a second detention is issued. Following this, there is a graduated return to the playground and parents are informed.

Reviewed by the Governing Body: Dec 2019

Date of next review: November 2020

**Positive behaviour – in school privately, publicly (RESPECT assembly) and communication with home:**

Good work, positive behaviour, helpfulness, displaying behaviours that are above and beyond, etc. ➡ Positive praise, being sent to the Headteacher/DHT/AHT, RESPECT badges, BLP certificates, good work book (when work is above and beyond.)

**Behaviour of concern, minor – in school privately**

- Reminder of expected behaviour – using scripted responses
- Verbal reprimand – quietly, to the individual, reinforcing the positive behaviour
- Apologies (oral and/or written)
- Explain the reason for the request/instruction
- Explain/ask the child to think about the consequences
- Encourage the desired behaviour (*I've noticed, you need to...*)
- Segregations within the classroom – for disruptive behaviour
- Other appropriate teacher requests, such as writing an apology

**Behaviour of concern, minor yet persistent – in school privately, communication with home – CPOMs used to log behaviour.**

- A warning is issued
- Time out, within the class – two warnings
- Loss of playtime – three warnings
- Time out, send to partner class – four warnings
- Child sent to key worker if they have one or the Deputy or Headteacher
- The child's parents are contacted

**Behaviour of concern, persistent or significant misbehaviour – in school privately and communication with home**

- Blue/green notes to Headteacher
- Incidents recorded – CPOMs – recorded in behaviour category
- Involvement of Headteacher/ SLT/ Pastoral team
- Parents informed
- Detention considered

## **Detentions**

Where previous sanctions have not had the desired effect, or there is a serious incident, the Headteacher (or in her absence the Deputy) may issue a detention. Parents are informed and the matter discussed with the child and parents/carers. In making a decision about detentions, the misdemeanour, age and behaviour history of the child will be taken into account. In the case of after-school detentions, parents will always be given as much notice as possible, and **at least** 24 hours.

### **Persistent disruption, serious poor behaviour or a serious ‘one-off’ incident – in school privately and communication with home**

**Exclusion** - This is the last resort and one which is used very sparingly, but where all other avenues have been tried and exhausted, where there has been risk to the health, safety or learning of other members of the school community, violent outbursts, serious bullying, physical or severe verbal abuse, etc. the Headteacher (or in her absence the Deputy) may issue an exclusion.

## **APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPALS**

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by all staff and pupils
- The exclusions policy explains that exclusions will only be as a last resort
- Pupils are helped to take responsibility for the actions and reflect on this
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principals is reviewed and approved by Pinfold Street Primary School board of governors every year.

## **APPENDIX 2: DEFINITIONS OF BEHAVIOURS**

Minor behaviour is defined as:

- Low level disruption in lessons, in the corridors and at break and lunchtimes
- Non- completion of class work – reluctance to complete work
- Poor attitude

Significant misbehavior is defined as:

- Repeated breaches of school rules
- Any form of bullying
- Sexualized behaviour including assault that cause humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting and physical violence
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items such as alcohol, knives, drugs, stolen goods, tobacco, pornographic images.

Bullying is defined as:

- The repetitive, intentional harming of one person or group by another person or group
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Can include emotional, physical, racial, sexual, verbal and cyber-bullying

Details of the schools approach to preventing and addressing bullying our set out in our Anti-Bullying Policy.

## APPENDIX 3: SCRIPTED RESPONSES

Staff respond to poor behaviour with deliberate calm. For children that behave incorrectly, staff give them what they don't want: cool, mechanical, emotionless response. Naming and shaming to a child who wants attention is actually 'naming and faming'. Staff avoid confrontation and where possible, reprimand children in private. Staff save all the emotion, passion, enthusiasm and excitement for when it has the most impact – when positive behaviour is above and beyond.

### Scripted Responses – 20 seconds

1) I've noticed... Unwanted behaviour

2) You need to .... Wanted behaviour

**3) Reminder/belief statement**

4) Thank you (for the + interaction) WALK AWAY

If the child shouts out or talks back at any time – pause until they've finished. Then say I have heard what you said, now .... Repeat wanted behaviour

I've noticed that .... (you are playing with your pencil)

You need to...(focus on your work)

**Do you remember when ..... (you completed all your work and became an 'expert?') That is what I need.**

Thank you for..... listening WALK AWAY

### IF YOU HAVE TO RETURN TO A CHILD FOR CONTINUED BEHAVIOUR

You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen..... If you choose not to do the work, then this will happen. I will leave you to make your decision.

*Accept the response. Then walk away.*

### 3 – Personally deal with behaviour, including with ‘time out’

#### ➤ Maintain own certainty

Sending a pupil to someone else to be ‘dealt with’, tells them that you can’t deal with them.

#### ➤ SMT will supervise, then deal with issue together

#### ➤ Script

“I need to focus on teaching the other children.”

“You can go to .....

“ I will speak to you at break/lunch/after school.”

If you are uncertain as to what to say/angry/frustrated

“I am going to think about this and speak to you later”

## Behaviour Expectations

- Same day sanctions
- Certainty
- No strikes or threats about removal of events – behaviour dealt with immediately

1) I’ve noticed... Unwanted behaviour

2) You need to .... Wanted behaviour

### **3) Reminder/belief statement**

4) Thank you (for the + interaction)      WALK AWAY

If the child shouts out or talks back at any time – pause until they’ve finished. Then say I have heard what you said, now .... Repeat wanted behaviour.