



Behaviour Policy

Reviewed October 2024
Next review due October 2025

Preston Primary C of E Primary School Behaviour Policy

This policy has been written with the underlying principles of a Church of England school.

It aligns with the PPAT Directors' Written Statement of Behaviour Principles (available on the PPAT website).

RATIONALE

We seek to ensure that all of our children learn and thrive in an environment completely free from the fear of intimidation by others. Values such as honesty, compassion, respect and tolerance are key to our school.

As a school, we feel it is important to promote a caring and supportive environment to enable all members of our school to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills, and the fostering of socially acceptable behaviour are an integral aspect of the life of the school, supported by curriculum content such as Personal, Social, Health and Citizenship Education, as well as our Christian values. All children will at some point make wrong choices but it is our intention that through this policy, our pupils can be given clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

AIMS

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

PRESTON PRIMARY GOLDEN RULES

The Golden Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community. These are shared by all schools in the Trust.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.

4. We always listen and respond politely.

5. We are kind and treat others as we would like to be treated.

INCENTIVES TO POSITIVE BEHAVIOUR

We believe the ideal rewards are the intrinsic rewards offered by:

good relationships,

a stimulating curriculum

positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

The Reward System and the Incentives towards Good Behaviour

Non-verbal praise: a smile, pat on the back, thumbs up, applause

Verbal praise: we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to our Golden Rules and can be given to and by everyone. It may be private or public.

Marking Policy and Display

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

Sharing

In recognition of a particular task or behaviour, the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Head teacher
- v parents/ wider community

Stickers and Team Points

KS1 children work towards gaining stars or stickers for good work or behaviour. In addition, a 'Mentions' assembly takes place weekly to encourage good work and behaviour.

In KS2 a certificate is awarded for every 20, 40, 60 team points gained by a child for good behaviour or good work. In addition, a weekly "Cup Assembly" takes place where individual children in each class are praised for good work or good behaviour and are awarded a special class cup for a week. Each child is a member of one of four teams and team points are accrued weekly and half termly. A special cup is awarded to the winning team and it is displayed for a week in the entrance hall. The cup is taken to its place by a child who has displayed positive attitudes to relationships or work. Sports cups will be awarded to several individuals for sporting endeavour and other sporting attributes in a specially held sports award assembly held at the end of each academic year.

Behaviour awards are designed to encourage our children to show exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community. These acts of good behaviour or kindness are shared within assemblies and prizes awarded at the end of the term as a reward for the children who have been recognized.

Discouraging Unacceptable Behaviour and Restorative Justice

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

NB It is important at all times to criticise and target the behaviour and not the child.

Sanctions - The Three "Strike" Rule

For unacceptable behaviour, the following sequence will be used.

Praise - given to the children who are showing appropriate behaviour at all times.

Non-verbal - signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing).

Verbal - a reminder of the PPAT Golden Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Second opportunity to do the right thing). Name written on board.

Time out (Break/Lunchtime) this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.).

If a child continues to misbehave, she/he will be referred to a senior member of staff/appropriate Phase leader who will decide which of various sanctions should be applied.

The parents of a child who frequently misbehaves will be notified by a conversation or a letter signed by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

For Serious incidents/persistent misbehaviour

Referral to the Phase leader/Deputy/Headteacher.

Fast Track with involvement of the SENCo and outside agencies who will ensure all alternatives solutions have been explored, including off-site direction or managed moves

However, some behaviour may be so serious that a senior member of staff/ and parents are immediately involved. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage, the parents will be contacted as a suspension or an exclusion may be necessary. Children may be excluded from planned visits due to their behaviour.

The Head teacher may decide upon an internal exclusion where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. An interview between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion.

SUSPENSION & EXCLUSION ARRANGEMENTS

Our suspension and exclusion arrangements are conducted in accordance with the Suspensions and Exclusions Policy of Preston Primary Academy Trust (PPAT)

Children Beyond

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

Conclusion

The Behaviour Policy has been written in order that we can manage the behaviour in the schools within the school in the best possible way and for the good of all who work in Preston Primary whether staff or pupils. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

APPENDICES

Procedures:

Appendix 1 Daily Routine in wet weather

All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.45 am, so that children are supervised.

Appendix 2 Procedures for Playtimes

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks.

Lunchtime Supervisors will line up and take children to class after

lunch. 1 whistle means stand still, the next, line up.

Appendix 3 Movement around the school

When moving around the school, classes will be supervised by an adult. We expect all children to walk **quietly** along corridors and pathways.

Children will be accompanied by an adult to and from Acts of Worship.
(Times agreed)

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

Appendix 4 Home School Agreement (see separate document)