



Growing a brighter future together

# Behaviour Policy

**October 2020**

	<b>Policy Dated</b>	<b>Next Review</b>
	<b>October 2020</b>	<b>July 2022</b>

## *Growing a brighter future together*

At Primrose Hill Primary Academy, we aim to develop citizens of the world so that their own and their community's future is brighter. In order for pupils to have a bright future they need to be taught the importance of choosing responsible behaviours and recognising the impact that this has on themselves and others. At Primrose Hill Primary Academy, we have high expectations of behaviour. We encourage children to respect themselves, members of staff, visiting adults, other children and property. We believe in positive management of behaviour through reinforcing correct behaviour and encouraging children to take responsibility for their own actions. In order to achieve this, simple rules are applied fairly and consistently. We aim to provide a happy, caring environment within which children and staff can feel confident and protected. This atmosphere will encourage children to develop as effective, independent and motivated learners. Specific provision is put in place to support the children whose behaviour interrupts their own and others' learning.

### **ENCOURAGING GOOD BEHAVIOUR**

To achieve a positive learning environment, the following guidelines should be consistently applied:

- Adults within the school will provide a positive role model of behaviour and reinforce the school values in all interactions with all members of the school community.
- All staff will have high expectations of all children.
- All staff should apply the behaviour policy in a fair and consistent way.
- Using their professional judgement, staff should keep a flexibility that takes account of individual circumstances without compromising on fairness and consistency.
- Actively teach good behaviour and refer to the school's values when talking about positive behaviour choices.
- When children are seen to be demonstrating the school rules and values, this is acknowledged and celebrated.
- Children should be praised for good learning behaviours.
- Adults should apply the mantra 'certainty not severity' when discussing sanctions.
- Avoid punishment of whole groups wherever possible.
- During discipline, never humiliate the children and always blame the behaviour not the child.
- Instructions should be given in clear positive language e.g. 'walk sensibly' rather than 'don't run'.
- Use the child's name when confirming the positive behaviour desired e.g. Simon, walk sensibly. Thank you'
- A quiet voice and calm manner should be used when dealing with inconsiderate behaviour i.e. assertive rather than aggressive.
- Provide time for children to reflect on and discuss their behaviour. This can be done in variety of different ways including: a 1:1 session with an adult; a small group reflection and restorative conversation; a whole class P4C session or collective worship linked to a school value.

### **SCHOOL VALUES**

All aspects of our behaviour management are linked to our three core values: Trust, Respect and Friendship. They are also underpinned by our Christian values which are explicitly taught in Collective Worship.

## **CELEBRATING BEHAVIOUR**

As a school, we support each other to live by our Christian values to enable us to grow spiritually and lead a brighter future. As children grow and develop, we aim to instil in them a desire to make positive behaviour choices and have ownership of their own behaviour without the need for external rewards or punishments. To achieve this, we aim to give children constructive and timely feedback to consolidate positive behaviour or support change of inconsiderate behaviour. Feedback may look like: positive body language from an adult; verbal praise; a written comment to family; a values certificate; a sticker from class teacher or SLT; awarding of a house point; winning secret student or taking part in the end of term reward. Every term there will be a reward for the children who have not received a yellow or red card or if this has happened on minimal occasions. If a child has not met the expected standards and expectations of behaviour they will not participate.

## **CONSEQUENCES FOR INCONSIDERATE BEHAVIOUR**

We understand that our professional judgement and knowledge of the children is vital when dealing with inconsiderate behaviour and that all behaviour is a form of communication that needs unpicking with the child. When dealing with inconsiderate behaviour, we offer choice, consequence and a positive rather than negative approach. Our consequences share a common vocabulary and focus on why the behaviour is not supportive of our values. We have a 'stepped' approach to our framework for managing inconsiderate behaviour however, serious incidents of unacceptable behaviour may result in a child moving straight to step 4 or above.

- 1) Non-verbal sign of disapproval – physical proximity (adult to stand next to child), eye contact, hand signal, shake of head, sharp pause.
- 2) Unnamed sign of disapproval e.g. everyone look at me in 3,2,1. Nearly there, just waiting for a couple of children - one more.
- 3) Verbal reminder of the school value to help the child identify why their behaviour is not supportive of the value e.g. Simon, we listen so we can all learn. Thank you. Or, Simon, I show you respect, show the class respect and listen. Thank you. Adults will use their professional judgement regarding the time and place for the verbal reminder i.e. in front of the class in the moment or a private conversation at a natural break in the lesson.
- 4) If the child continues to make inconsiderate behaviour choices, they will be issued with a yellow card. The teacher may use their professional judgement to decide if a child needs time out in another class or to move places in their own class. A restorative conversation should take place between pupil and adult in break or lunch time to unpick the behaviour and refocus the child. This conversation should focus on the inconsiderate behaviour and the impact it has had on others. There should also be a discussion around refocusing the behaviour which links to our school values e.g. You received a yellow card for persistently calling out in that lesson which disrupted the learning of the other children. We are a school of respect: I show you respect and enable you to learn therefore you show respect to your friends by working quietly and putting your hand up to speak. What are you going to do next lesson? How are you going to make amends for your behaviour? The child should miss at least five minutes of their play. If a child receives more than 2 yellow cards in a week the class teacher will speak to the parents/carers about the behaviour choices. If the child receives a yellow card the following week, they will have a discussion with the Head and be placed on a behaviour plan. This will be discussed with parents. Staff are responsible for inputting the behaviour on the tracking system.
- 5) If following a yellow card, the inconsiderate behaviour continues a red card will be issued. The child will then be expected to attend the behaviour support room at lunch time. If the red card is issued in the afternoon the child will have a meeting with a member of SLT and their parent/carers before going home. During their time in the behaviour support room, they will discuss their behaviour with a member of staff and be reminded about the school values. The child will complete a reflection sheet

and, if appropriate, restore with another adult or child. A member of SLT or the class teacher will hold a discussion with the parent/carer and the child at the end of the school day. The discussion will focus on the behaviour and the impact it has on others. Staff are responsible for inputting the behaviour on the tracking system.

- 6) Some behaviours will trigger a straight red card (see matrix below). If a child receives a straight red card, they will need to leave the classroom and have a restorative conversation with an adult. They will be required to reflect on their behaviour at lunch time and restore with the class teacher or other child. A member of SLT or the class teacher will hold a discussion with the parent/carer and the child at the end of the school day. The discussion will focus on the behaviour and the impact it has on others. Staff are responsible for inputting the behaviour on CPOMS.
- 7) If a child receives more than 2 red cards in a term, a meeting will be arranged with the child and the parents/carers to discuss the behaviours. An action plan will be drawn up and a review will take place in a fortnight.
- 8) If behaviour continues to be unacceptable or serious in nature parents/carers will be contacted immediately. Parents/carers will be called into school and the behaviour will be unpicked and discussed through a problem solving approach supported by a member of SLT. The child will be unable to return to class until the meeting with parents/carers has taken place. They will remain with a member of SLT or the Pastoral lead until the meeting has taken place.
- 9) Exclusion procedures will be used as a last resort and following the DFE guidance and school's exclusion policy.

<b>Low Priority behaviours</b>  <b>Persistent low priority behaviours will also result in a yellow card</b>	<b>Medium Priority behaviours</b>  <b>Yellow card</b>  <b>Persistent yellow card behaviours will also result in a red card</b>	<b>High priority behaviours</b>  <b>Red card</b>
Incorrect equipment Dropping litter Wasting resources Doing no work Slumped over a desk during learning Talking in Collective Worship Fidgeting in lessons Leaving your seat during lessons Telling lies Rough play (no one was injured) Rocking on a chair Talking in the line Running in a corridor Interfering with other people's property Lateness to class during the school day Crude behaviour (belching loudly) Abrupt one word answers Talking while the adult is talking Talking over others Sulking Refusing to work with a specific person Irritating noise e.g. humming Calling/shouting out Uncooperative behaviour Untidy cloakrooms	Persistent repetition of low level behaviours Poking, pushing, pinching or prodding Misuse of classroom equipment (especially scissors) Persistent chatting in lessons Play fighting at play/lunch time Defacing walls, desks, books or work Refusing to complete work Teasing or deliberately winding another child up Making fun of another child's work or efforts Answering back or arguing with an adult Intentional door slamming Spitting (not directed at anyone) Pushing another child out of the way Unsafe behaviour in corridors or classrooms	Persistent repetition of medium priority behaviours Absolute defiance Wilful damage to property Throwing objects with the intention to hurt Swearing at a member of staff Refusal to cooperate with requests Leaving the school building without permission Running away from a member of staff Racist comments Extremely aggressive behaviour towards others Biting Bullying Hitting a member of staff Spitting at someone Lying with the sole intend of getting someone into trouble

Not looking after your own belongings		
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## LEARNING BEHAVIOUR

We operate disruption free learning in classrooms and follow one simple rule 'we listen so we learn'. We expect all children to listen in silence when a member of staff is speaking; raise their hand to ask a question; work exceptionally hard without disrupting the learning of others; only leave their seats with permission. If a child fails to meet any of these simple expectations, the member of staff will remind the pupil of the simple rule. If the child continues to make inconsiderate choices the member of staff will issue a yellow card and the child's initials will be written on the board. The child will be expected to have a conversation with the adult at playtime. If the behaviour continues, the child will be removed from the classroom to enable the other children to learn. The children will complete their classwork in the ELSA room with a member of SLT or the pastoral lead. At break time, they will complete a reflective sheet and hold a restorative conversation with the adult from their classroom. Parents will be informed via Ping. If a child is removed from the classroom twice in a week parents will be contacted and a meeting will be held with SLT.

When discussing learning in the classroom, it is important that we do so in a way which promotes a growth mind set and praises the process not the product. All children should understand how they have been a successful learner and teachers will use consistent language when discussing learning (see appendix). Each term, teachers will explicitly teach good learning behaviours and identify 'movers' and 'blockers' to learning. We will teach the children how to be active listeners in order to get the most out of every learning opportunity. Learning will be discussed in relation to being in a comfort, stretch and panic zone and children will be taught how to focus the majority of their learning in the stretch zone.

## PLAYTIME AND LUNCHTIME BEHAVIOUR

We want all of our children to enjoy the social occasion of eating their lunch and playing with others therefore the behaviour policy and consequences are implemented at all times.

At lunchtimes the midday supervisors will use the following sanctions:

- Verbal reminder using agreed stem sentences for low level inconsiderate behaviour
- Second warning (yellow card) resulting in child having to stay with the adult for 5 minutes. During this time the child should reflect on their behaviour and the impact it is having on others.
- Serious behaviour incident or second yellow card will result in a red card. The child is sent in from the playground and goes to the behaviour room. The teacher is informed and communicates the incident to parents/carers at the end of the school day.
- If a child receives two red cards in a week, they will spend their playtimes with an adult until the school can trust their behaviour.

## BULLYING

Bullying is a totally unacceptable form of behaviour and will not be tolerated. We take bullying very seriously and define it as:

**The persistent physical, verbal or cyber abuse of child or group of children; characterised by intent to hurt, often planned and accompanied by an awareness of the impact of the behaviour.**

Bullying will not be tolerated but we distinguish between single incidents which will be dealt with through the procedures detailed above.

All allegations of bullying will be taken seriously and investigated thoroughly. When investigating accusations of bullying staff will follow these procedures:

- The Head will be informed

- All pupils will be spoken to and conversations recorded
- All information regarding the events will be recorded
- All information will be taken into account when making a decision
- Both sets of parents/carers will be informed and next steps shared
- Support will be given to all children involved if necessary

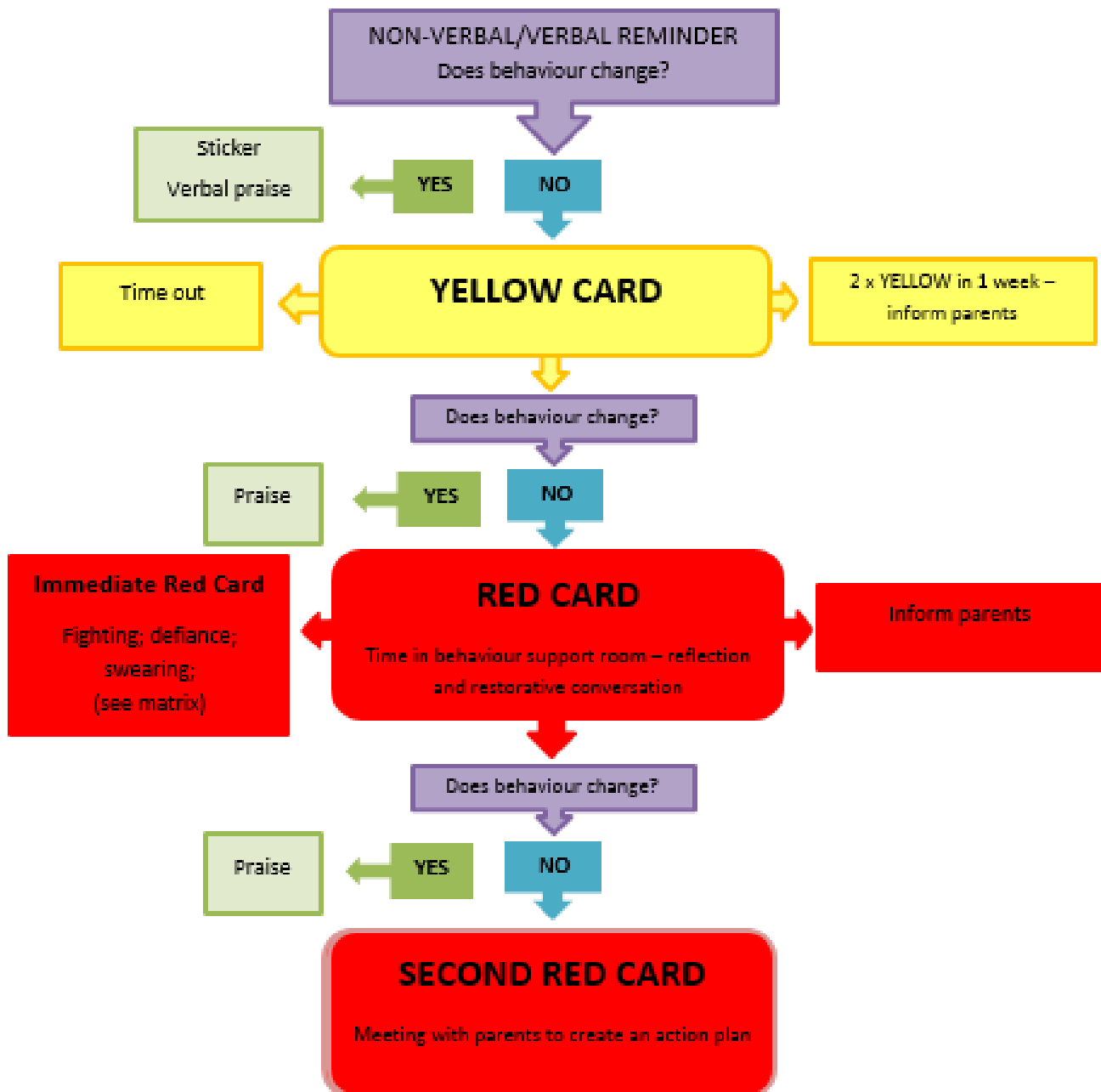
## **PHYSICAL CONTACT**

The safety of all children is paramount at all times. If a child endangers the safety of others an additional member of staff must be called. Staff may intervene physically to hold a child in order to prevent injury to themselves or others or property. Where possible, this will be a member of staff who is trained in line with the Team Teach training program. Holding a child is considered a last resort and staff should consider other actions before physical contact e.g. moving others out of the way, providing a safe space for the child to calm down.

There are times of the school day when it is entirely appropriate for adults to have physical contact with children e.g. when demonstrating in PE, supporting learning or offering comfort.

## **APPENDIX I – Sanction flowchart**

# SANCTION FLOWCHART



## APPENDIX 2 – stem sentences

### Common language for dealing with behavioural incidents

Some language that we use will be different for individual children but it is important that we are consistent in the language that we are using to promote our ethos and values. As much as possible, we use positive praise to reinforce good behaviour but when we do need to tackle behaviour, here is a bank of helpful phrases to use:

## Addressing behaviour incidents

- **Link the behaviour back to the values** – Reinforcing our values reminds them of the reasons why we behave in a certain way.

We \_\_\_\_\_ at Primrose Hill because one of our values is \_\_\_\_\_.

Example: We are kind at Primrose Hill because **one of our values is** friendship and we want to offer friendship to others.

- **Use 'I do, We do, You do'** – This gives children a sense of belonging and community. We all (including adults) behave in this way so they should too.

I \_\_\_\_\_. We \_\_\_\_\_ because one of our values at Primrose Hill Academy is \_\_\_\_\_. So, you \_\_\_\_\_.

Example: A child shouts at another child to go away.

*I speak kindly to other people and ask people politely. **We speak kindly to others at Primrose Hill Academy because one of our values is respect and friendship. You need to be respectful and show friendship to others.***

- **Use the positive instead of the negative**

Example: *Walk on the pavement* instead of *Don't walk on the grass*.

- **Say thank you instead of please.**

Example: *Walk on the pavement. Thank you.*

**Offering choices** – offering choices gives them a sense of responsibility for their own behaviour. When using the behaviour policy, make it clear that it is the behaviour and the choices that they have made that have caused them to miss their learning, not the adult in charge. Always give them the choice to change their behaviour and remember to praise them if they make the right choice.

Example: *Our rule is that we are kind to each other in our classroom because respect is one of our values at Primrose Hill. You were not kind and so you are on the yellow warning card. If you choose to be kind and respectful, you can stay in the classroom. If you choose not to, you will be choosing to go on the red card and do your learning in a different room.*

- **Some children may need to be offered binary choices**

Example: A child refuses to do their work.

*You can choose. You can do your learning on your table or you can choose to do it in another classroom.*

## Discussing conflicts between children

**Before discussion conflict with children, ensure both children are happy to restore with each other. Make sure that each child feels like they have been heard and that the restore is positive.**

Child a) *I would like you to listen to \_\_\_\_\_ and how that made them feel.*

*It sounds like when you \_\_\_\_\_, you weren't showing them respect.*

*That made them feel \_\_\_\_\_.*

*Can you think of a time where you felt \_\_\_\_\_?*

*Was it very nice to feel \_\_\_\_\_?*

*How do you think we could solve this?*

Child b) *Now I would like you to listen to \_\_\_\_\_ and how it made them feel.*

**Ensure that the sanction is given.**

*In our school we are \_\_\_\_\_ and you weren't being \_\_\_\_\_ when you \_\_\_\_\_. What is the consequence when we break our school rules?*

**Ensure that both children are happy that it has been sorted and that it is fair**



*Do you understand why you are on red? Do you think it's fair that you are sent to another classroom?  
(name of child) will be missing 10 minutes of playtime as a consequence of \_\_\_\_\_ because at Primrose  
Hill we \_\_\_\_\_. Do you think that's a fair consequence?*

### **APPENDIX 3 – Reflection sheet**

#### Reflection sheet

Name:

Class:

What happened?

Who did it affect?

Which school value was not shown?

What will I do differently next time?

**APPENDIX 4 – behaviour report sheet**

Recording inconsiderate behaviour: Pupil self-assessment and teacher assessment

Task: Pupil and adult rates his/ her own behaviour for each slot.

Pupil's name:                      Class:                      Date:

Consulting adults:

Behaviour to be observed:

Alternative behaviour sought:

Target behaviour:

	Monday	Tuesday	Wednesday	Thursday	Friday
Break time					
Lunch time					

## APPENDIX 5 – Behaviour for learning stem sentences

### The zones

*I can see that you are in the \_\_\_\_\_ zone because you are \_\_\_\_\_. That must feel \_\_\_\_\_.*

*I wonder if you could use \_\_\_\_\_ to help you get out of the \_\_\_\_\_ zone and back into the stretch zone where your best learning happens.*

### Questions to ask the children about their journey

*Describe/ Explain/ Tell me about your learning journey today.*

*What zone were you in when \_\_\_\_\_?*

*How did it feel in that zone?*

*What were your blockers?*

*What were your movers?*

**Phrases to discuss behaviour linked to other children's learning**

*You are blocking the learning of the other children by \_\_\_\_\_ . This is your reminder to stop blocking the learning of the other children. You need to work \_\_\_\_\_ .*