

Pudsey Bolton Royd Primary School

Behaviour policy - September 2018

Aims

It is a primary aim of Pudsey Bolton Royd Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social or undesirable behaviour.

Staff Responsibility

Behaviour Management is the responsibility of **all** staff in school.

Role of the Head teacher

It is the responsibility of the Head teacher 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 children in the school.

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

The Headteacher keeps records of all reported serious incidents of misbehaviour including bullying

For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only in consultation with the Chair of Governors.

The Role of the Class Teacher

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

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. This was reflected in the Ofsted report 2018, which noted: “pupils’ attitudes to learning are very positive.”

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

Low level negative behaviour such as calling out or disrupting the class should be dealt with in the classroom by the class teacher.

If a child misbehaves repeatedly in class, the class teacher keeps a record of the behaviour in the class behaviour book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Phase Leader, then the Assistant Head teacher and if necessary the Deputy Head teacher and Head teacher.

The Learning mentor and Behaviour Support team are employed by the school to **support** children who, for a variety of reasons, find the school environment challenging. The Inclusion manager, agrees with staff, those children who need to be supported. The Learning Mentor and Behaviour support staff work with the class teachers, to deliver short-term programs of targeted support for individual pupils.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher will also contact parents (in discussion with the Assistant head and Inclusion Manager) if there are concerns about the behaviour or welfare of a child.

The Role of Support Staff

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

The Role of Parents and Carers

Parents are expected to adhere to the School policy and support the actions of the school. Parents are able to address any queries regarding sanctions firstly to the class teacher, then to the phase leader or Assistant Head, Deputy Headteacher or Headteacher.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child’s learning, and to cooperate with the school.

Organisation

School Rules- Golden Rules

The six main school rules were generated by the children for everybody. The school rules are put up in each classroom. They should be revisited with the children at the **beginning of each term** and at other times when necessary, behaviour incidents will provide opportunities for reminders around each rule.

The School Rules are as follows:

Golden Rules

All the Golden Rules begin with a positive expectation while also giving an example of behaviour that is unacceptable.

Do be kind – Don't hurt people's feelings

Do be gentle – Don't hurt anybody

Do listen – Don't interrupt

Do work hard – Don't waste time

Do look after property – Don't waste or spoil things

Do be honest – Don't hide the truth

Class Rules

- Class teachers, support staff and children in their class devise these at the beginning of each academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Rules should be written up neatly and prominently displayed in the classroom.

Circle Time/SEAL

- All classes use Circle Time and PSHE sessions as a tool for promoting positive behaviour. Circle Time and PSHE sessions provide opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards.
- Team points, house point hero, star worker, stickers, note home in planners
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.

- Each week a child from each class is nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement. The child receiving the most house points for the week is awarded the house point hero award.
- The Head teacher and Deputy Head teacher actively encourage staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.
- Pudsey Bolton Royd Primary expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own in the classroom.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it in their own time (eg lunchtimes or at home).
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class within the classroom until s/he calms down, and is able to work sensibly again without disrupting others.
- For serious misbehaviour (ie beyond low-level disruption) a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable. If the behaviour continues a written warning is issued (yellow card) and a further explanation of the unacceptable behaviour. Children given a yellow card – their name is written onto the yellow card as a second visual reminder. If the child continues with unacceptable behaviour their name will move on to the red card and they will then spend time in Red Zone.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Phase Leader, Assistant Head, Deputy Headteacher or Headteacher via the blue card system.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. All forms of bullying are recorded onto CPOMS and SLT and all relevant staff are made aware.
- Racist incidents will not be tolerated in any form. Racist incidents will be recorded on CPOMS and SLT and all relevant staff are made aware.

Age Appropriate Sanctions

- All classrooms in the school have a Class Incident Book, which acts as a behaviour log and is kept in a visible place in the classroom to record behaviour incidents. The class teacher will closely monitor the entries in the log and if a pattern of behavioural issues emerges or if incidents are seen to be escalating, the teacher will raise the matter with the phase leader or seek further advice from the AHT. The AHT may then instruct the class teacher to start using CPOMS to record future incidents for that child.
- Teachers need to ensure all staff, particularly TA's, HLTAs and midday meal supervisors know if a child is under sanction or has behaviour targets (eg Red Behaviour Card).

Foundation Stage

- Teachers, Early Years Practitioners and other adults speak to the children about their behaviour, using age appropriate language and try to help the children build an understanding about behaviour that is appropriate at school.
- During carpet sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are sent to another area (Thinking Tree) in Foundation Stage.
- During free flow sessions children are reminded about the expectations for behaviour. If they do not follow these then they are given a warning. If the behaviour continues then they are put on time out spot (Thinking Tree).
- Any aggressive or violent behaviour results in a child being sent immediately to time out. If poor behaviour continues after the time out session they will be sent to see the Phase Leader. The class teacher then needs to speak with the parent/carer at the end of the school day. Persistent poor behaviour may result in the child being sent to the Deputy Headteacher to intervene.
- Staff meet weekly to discuss children's behaviours and agree strategies to be adopted by the whole staff team to meet the needs of the individual children. Adults will discuss any of their concerns regarding a child's behaviour with their parents or carers. An individual support programme might be arranged in consultation with Class teacher and Phase Leader, Parents/Carers/Inclusion team

Key Stage 1

- **Teachers deal with low level disruption**
- Teachers warn children verbally if their behaviour is inappropriate.
- Second warning and the child's name is recorded on the board.
- If behaviour does not improve, they are sent to time out/thinking tree for 5 minutes. If the child is then calm and returns to the expected behaviour, their name is removed from the board. The thinking tree is where a pupil can be placed away from classmates for a chance

to calm down, reflect on their behaviour choices and for the teacher to have a restorative conversation about their behaviour.

- If the child is not calm and cooperative after more than 10 minutes at the thinking tree, or their behaviour fails to improve, they may be kept in at afternoon play and/or sent to the parallel year-group teacher or phase leader.
- If there are persistent behaviour issues or incidents with a child, the class teacher will speak to the parents/carers and agree a plan of action. They will record this meeting, inform the phase leader and log these actions on CPOMS.
- If unacceptable behaviour continues an individual support programme will be arranged in consultation with Class teacher and Phase Leader, Parents/Carers/Inclusion team

Key Stage 2

- **Teachers deal with low level disruption**
 - Try to diffuse the situation – use visual cues (eg ‘the look’!), non-verbal and verbal reminders, positive praise for good, model behaviour etc
 - Teachers warn children if their behaviour continues to be inappropriate.
 - If their poor behaviour choices continue, the child receives a formal, verbal warning and their initials are recorded on the board, against VW. At this stage, it may be appropriate to move them to a different place in the classroom where they can work on their own, as a chance to calm down, reflect and continue their work appropriately.
 - If the child is still not calm and cooperative after some time, then they can be sent with their work and an explanation of the issue, to the phase leader’s (or the Assistant Head’s) classroom to work.
 - The teacher might also decide to make the child stay in or lunchtime to discuss their behaviour or complete their work.
 - If there are persistent behaviour issues or incidents with a child, the class teacher will speak to the parents/carers and agree a plan of action. They will record this meeting, inform the phase leader/Assistant Head and log these actions on CPOMS.
 - Children that are identified, because they regularly display negative behaviour, may be referred to the Learning Mentor and the Inclusion Manager to identify problems and support them with a programme of strategies to manage their behaviour.
 - If unacceptable behaviour continues an individual support programme will be arranged in consultation with Class teacher and Phase Leader, Parents/Carers/Inclusion team.
 - If a child continues to not follow the behaviour policy, despite all these interventions, an internal exclusion may be organised (child to work in the corridor outside the Deputy Headteacher/Headteacher’s office). A meeting will take place with the parent/carer to explain this decision. All information will be logged onto CPOMS.

Blue Card System

- In cases of extremely inappropriate, violent or dangerous misbehaviour, each teacher has a Blue card which a child will present to the office to contact a senior member of staff to signify that the teacher needs immediate assistance.
- In cases of extreme poor behaviour, the parents are always informed either verbally, by letter, or phone call.

KS2 Red Zone

- For behaviour beyond low-level disruption, we will follow the following sanctions
- If a child breaks one of the classroom/Golden Rules, the child receives a formal, verbal warning and their initials are recorded on the board, against VW. At this stage, it may be appropriate to move them to a different place in the classroom where they can work on their own, as a chance to calm down, reflect and continue their work appropriately.
- A further break of a classroom/Golden Rule means the child receives a Yellow Card. Their initials are recorded on the yellow card on the classroom board, which communicates a visual reminder to the child and for any member of staff covering the class.
- A third rule-break leads to a Red Card.
- Red Cards are automatically received for any incidents of fighting or physical violence; unsafe, dangerous or threatening behaviour; foul and abusive (including racist/sexist/homophobic) language or other equally serious misbehaviour. All such incidents must be recorded on CPOMS.
- In Year 3, in the autumn term transition, each day is a fresh start (so names are removed from the board at the end of each day). Once the system is fully understood by pupils, the time limits for warning are extended so that by the summer term, they remain for the week.
- The child must be told the reason why they are in red zone by their class teacher, who must record the reason in the child's planner and the Class Incident Book.
- Red Zone is at 12:15pm promptly, on the following day, and should finish by 12-45pm.
- If a child hasn't finished work/homework (eg due to low level behaviour issues) they should stay in with the class teacher at lunchtime – Red Zone is not for this purpose
- Class teachers must monitor the behaviour incident book. More than 3 Red Cards in a half-term triggers a meeting between the class teacher and parents. The class teacher must notify the parents to arrange a meeting in school. The meeting must have agreed outcomes and these must be recorded on CPOMS and the phase leader/Assistant Head/Inclusion Team/DHT/HT should be copied in. All subsequent behaviour incidents involving that child should be added to CPOMS (as well as the Class Incident Book).
- Subsequent occurrences of the child getting a further 3 red cards in any half-term would lead to meetings between the parents, class teacher and phase leader; then class teacher and Assistant Head; then class teacher and Deputy Headteacher; and finally class teacher and Headteacher.

Playground Expectations

- Class teachers remind children about how to use each playground area, playground rules and how to use the space and equipment. Adults on duty warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues, at morning play the child will remain with the adult on duty for the rest of playtime; at lunchtime, a yellow slip will be issued which is passed to the class/cover teacher in the line at the end of lunchtime. This teacher should then deal with the issue at the start of the afternoon session, following the VW/Yellow Card/Red Card and Class Incident Book routines.
- Any more serious incidents, such as violent/aggressive/ verbally abusive behaviour are dealt with by the Lunchtime Supervisor/Learning Mentor/Behaviour Support Workers (and via the Blue Card system to a member of SLT, if necessary). Time out in the Library corridor can be used to isolate children and provide a calming down time. The Lunchtime Supervisor will inform the class teacher of any incidents and any sanctions via issuing a yellow / red card or green incident slip. The class teacher will then deal with any issues resulting from the sanctions and add to CPOMS/ class behaviour books if required.
- Positive behaviour is rewarded with stickers and house points, which are collected in class.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

Foundation Stage Monitoring / Playground Expectations

- Positive behaviour acknowledged with praise and stickers.
- Behaviour concerns are recorded by staff detailing incident, responses and action taken.
- Serious misbehaviours are reported verbally to class teachers at the end of playtime.
- Persistent concerns and emerging behaviour patterns are monitored at weekly planning meetings. Serious ongoing concerns would need to be reported to the Inclusion Team.

Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a Class Incident Book. A record of parental contact is to be included within the log. This log is to be kept visible in the classroom.
- Children who are involved in incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.

- Non-class based teachers should follow all the procedures in place (including dealing with lunchtime behaviour issues on behalf of the class teacher they are covering) and should communicate the actions taken to all relevant staff.
- Serious incidents are recorded onto CPOMS
 - physical violence or threatening behaviour
 - swearing intentionally to cause offence
 - racist, sexist or homophobic remarks (these are recorded on CPOMS and reported to Governors)
 - repeated disobedience/defiance

Further Sanctions

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is one option for the school to consider.

Exclusions will be an option if:

- Children repeatedly violate or commit serious breaches of the Behaviour Policy
- Children seriously assault other children or staff
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.