



## **Pudsey Bolton Royd Primary School**

### **Behaviour Policy**

**September 2019**

#### **Aims**

It is a fundamental aim of Pudsey Bolton Royd Primary School that every member of the school community feels valued and respected, and that each person is consistently 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 positive relationships, so that people can work together with the common purpose of helping everyone to learn. Underpinning the policy are the principles of restorative practice, an approach to managing behaviour that has been shown to have the highest rating of effectiveness at preventing bullying. Additionally, restorative practice is a key element in Leeds City Council's drive towards being a child-friendly city. This policy supports the whole 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, resilient, responsible and increasingly independent members of the wider community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is therefore designed to encourage good behaviour, rather than merely deter poor, 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 unacceptable 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. They will work with the children to establish and agree on a set of classroom rules and behaviour expectations at the start of each academic year. They will then enforce this 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 Incident book. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if the misbehaviour continues, the class teacher seeks help and advice from the parallel year-group teacher, then the Phase Leader, then, where necessary, the Assistant / Deputy Headteacher and Headteacher.

The Learning Mentor and Behaviour Support team are employed by the school to support specific children who, for a variety of reasons, find the school environment challenging. Class teachers make referrals to the Inclusion Manager of children they feel need additional support for behaviour – the Inclusion Manager then 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 Phase Leader and/or Inclusion Manager or other senior staff where they have been involved) to relay any concerns about the behaviour or welfare of a child.

### **The Role of Support Staff (including Lunchtime Supervisors)**

All support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They must ensure that the school rules and the actions outlined in this policy are followed consistently. They should inform class teachers of any issues relating to the management of behaviour.

## **The Role of Parents and Carers**

Parents are expected to encourage their children to adhere to this behaviour policy and to 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 / Deputy Headteacher or Headteacher.

The school collaborates actively with parents and carers, in order that children receive consistent messages from both home and school around how they should behave. We expect parents and carers to support their child's learning, and to cooperate with the school in matters pertaining to their child's behaviour.

## **Organisation**

### **School Rules – Out 'Golden Rules'**

The six main school rules were generated by the children for everybody across the school community to adhere to. The school rules are displayed in each classroom and around communal areas in school. They should be revisited with the children at the **beginning of each term** and at other times when necessary – notable incidents of both good and poor behaviour will provide opportunities for reminders around each rule.

All the Golden Rules begin with a positive expectation, while also giving a clear example of behaviour that is unacceptable. They are as follows:

### **'Golden Rules'**

- 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 age-appropriate behaviour the children and adults would like to see in their classroom. They should focus on establishing positive expectations rather than being punitive.
- Rules should be recorded clearly and prominently displayed in the classroom.

## **Circle Time**

- All classes can use Circle Time and PSHE sessions as an opportunity to review and promote positive behaviour. Circle Time and PSHE sessions provide opportunities for children to explore issues and respond positively to each other in a safe, respectful environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve it in future, following restorative principles.

## **Promoting Positive Behaviour**

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

- Teachers identify, praise and congratulate children verbally – either privately or publicly.
- Teachers give children a variety of rewards, such as House Points, stickers, Star of the Week certificates, positive notes home in planners etc
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive additional rewards.
- Every Friday, a child from each class is nominated to receive a 'Star of the Week' certificate in the Celebration Assembly, which can be used to celebrate good behaviour, attitudes and/or achievement. The child receiving the most house points for the week is also awarded the 'House Point Hero' award.
- The Headteacher and Assistant / Deputy Headteachers actively encourage staff members to send children to them to celebrate good or improved behaviour, as well as improved attitudes to learning, and outstanding work or achievement.
- Pudsey Bolton Royd Primary expects that the school rules are followed in order 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 work away from distractions in the classroom.

## **Managing Challenging Behaviour**

- 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. If this still doesn't have the desired effect, the child can be sent to complete their work in the classroom of the parallel year-group teacher, or the Phase Leader.
- For serious misbehaviour (ie beyond low-level disruption) school operates a three-tier system of warnings. First, a verbal warning is given to the child and the class teacher should explain to the child what s/he is doing that is not acceptable. If such behaviour continues, a formal warning is issued (yellow card) with a further explanation of the unacceptable behaviour. If the child continues with further unacceptable behaviour, they will be given a 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 immediately and prevents the child responsible from taking part for the rest of that activity. The teacher may at this point seek further support from the senior leaders in school via the blue card system if necessary.

## **Recording Systems**

- All classrooms in the school have a Class Incident Book which acts as a behaviour log - it 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, or make a referral for behaviour support to, the Inclusion Manager. They may then decide to start using CPOMS to record future incidents for that child.
- The school does not tolerate bullying of any kind. If we discover that an act of potential bullying or intimidating behaviour has taken place, we act immediately to stop any further occurrences of such behaviour and record it in the Class Incident Book. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend our school free from fear. In cases where the logs in the Incident Book indicate sufficiently frequent/repeated concerns that we suspect it constitutes bullying, then SLT and all relevant staff are made aware so that it can be logged on CPOMS and monitored thoroughly.
- Racist/sexist/homophobic incidents will not be tolerated in any form. Any such incidents will be recorded on the relevant proforma (available from the Headteacher's office). These are then transferred onto CPOMS so that SLT and all relevant staff are made aware. This record is then communicated to governors and the local authority at least annually.
- Teachers need to ensure all staff, particularly TAs, HLTAs and midday meal supervisors, know if a child is under sanction or has behaviour targets (eg Red Behaviour Card) so that they can monitor such children's behaviour closely.
- Red Zone referrals are always logged in the Red Zone book – SLT and the office check this periodically to identify whether trigger points for further intervention have been reached (see Red Zone section).

## **Age Appropriate Behaviour Management Systems**

### **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 child build an understanding about the types of behaviour that are appropriate at school.
- During carpet, class or free-flow sessions, children are reminded about the expectations for behaviour. If they do not follow these, then they are given a reminder of what is expected, and if this isn't sufficient, a warning. If the misbehaviour continues then they are sent to a quiet area ('The Thinking Tree/Spot') in Foundation Stage, where after a sufficient time to calm down, an adult can discuss their behaviour with them.
- Any aggressive or violent behaviour, results in the child being dealt with immediately following conflict resolution guidelines and restorative principles, whereupon they are sent

to the 'Thinking Tree/Spot' to reflect on the consequences of their behaviour choices. If the poor behaviour continues after this, 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 a member of the SLT to intervene.

- Staff meet weekly to discuss children's behaviour and agree strategies to be adopted by the whole team to meet the needs of the individual child. 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 between the Class teacher, Phase Leader, parents/carers and the Inclusion team.

### **Key Stage 1**

- **Teachers deal with low level disruption:**
- Teachers warn children verbally if their behaviour is inappropriate.
- For a second warning, the child's name is recorded on the board.
- If behaviour does not improve, they are sent to the 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 to 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 and log these actions in their Class Incident Book.
- If unacceptable behaviour continues after following such a plan, an individual support programme will be arranged in consultation with Class teacher and Phase Leader, parents/carers and the Inclusion team.
- In exceptional circumstances, a child exhibiting regular misbehaviour of a serious nature could be sent to Red Zone – the class teacher and Phase Leader should discuss this with a member of SLT if this is felt to be necessary.

### **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 parallel year-group, Phase Leader's (or the Assistant Head's) classroom to work.
- The teacher might also decide to make the child stay in at lunchtime to discuss their behaviour and complete their work.
- If there are persistent behaviour issues or incidents with a child, the class teacher will arrange a meeting with the parents/carers at which they will agree a plan of action. They will record this meeting, inform the Phase Leader/Assistant Head and log these actions in their Class Incident Book.
- Children that are identified, because they regularly display undesirable behaviour choices, may be referred to the Inclusion Manager and Learning Mentor to discuss problems and seek ways to support them with a programme of strategies to manage their behaviour.
- If this fails to improve their behaviour, then a more formal individual support programme will be arranged in consultation between Class teacher, Phase Leader, parents/carers and the Inclusion team.
- If a child persistently fails to adhere to the behaviour policy, despite all these interventions, an internal exclusion may be organised (eg child to work in the corridor outside the Assistant /Deputy Headteacher or Headteacher's office). A meeting will take place with the parent/carer to explain this decision. This information will be logged onto CPOMS.

### **Blue Card System**

- In cases of extremely inappropriate, violent or dangerous misbehaviour, or other emergencies such as serious accidents, each teaching area around school has a Blue Card, which two children should present to the office to signify that the teacher needs immediate assistance – the office will then contact a senior member of staff to help manage the situation.

### **Managing More Serious Misbehaviour**

- 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 area on the classroom board, which communicates a visual reminder to the child and also informs any member of staff covering the class.
- A third rule-break leads to a Red Card, with consequent time in Red Zone.
- Straight 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 (such as deliberate theft or damage to schools' or others' personal property). All such incidents must be recorded in Class Incident Books. These incidents may lead to a 30min Red Zone.
- In Year 3, in the autumn term while the children transition into KS2, each day is a fresh start (so names are removed from the board at the end of the day). Once the system is fully understood by pupils, the time limits for warnings to remain are extended so that by the summer term, they remain for the week.

### Red Zone

- Red Zone enables class teachers to escalate sanctions for children having problems with their behaviour, to be dealt with in a different way by a member of SLT. The purpose of Red Zone is for a senior leader in school to be able to have a one-to-one conversation with a child around their behavioural choices and their consequences. These conversations are rooted in restorative practice – children will be expected to make a written record in response to a set of restorative questions, which will be explored within the conversation.
- 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.
- We expect Red Zone to be a serious deterrent for children – but it is important that they (and the parents/carers) understand that Red Zone's purpose is to provide an opportunity for the child to learn from their mistakes and consider how they will improve their future behaviour, rather than see it merely a form of punishment.
- The child must be clearly told the reason(s) why they are in Red Zone by their class teacher, who must record the reason(s) on the Red Zone slip, in the child's planner and the Class Incident Book.
- Red Zone is at 12:15pm prompt, on the next available day following the giving of the red card, and finishes by 12:45pm. It is staffed by members of SLT on a rota and takes place in the Group Room at the end of the Hall corridor. If more space is required, Red Zone will move to a Y6 classroom (and a note advising the move will be placed near the group room).
- Sanctions are: 15mins in Red Zone for the majority of red cards – 30mins may be given in exceptional circumstances, only for the most serious misbehaviour; *but these should always be agreed in consultation with a member of SLT.*



- The member of SLT hosting Red Zone fills in the name of the child and the reason(s) they have received the red card in the Red Zone Book. This enables office staff to track the number of times children have been in Red Zone during the half-term and alert teachers if they need to take further action (eg meetings with parents/carers).
- Class teachers must monitor their children's behaviour in the Class 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, Inclusion Team, Family Support Manager, Assistant /Deputy HTs and HT should be copied in. All subsequent behaviour incidents involving that child should be logged on CPOMS (as well as in the Class Incident Book).
- Subsequent occurrences of the child getting a further 3 red cards in any half-term would also lead to meetings between respectively, the parents, class teacher and Phase Leader; then class teacher and Assistant Head/Inclusion Manager; then class teacher and Deputy/Headteacher; the Family Support Manager may attend at any level if they are involved with the child.
- Internal exclusions from break and lunchtimes will also be considered if children have repeatedly violated the Behaviour Policy during these times.
- In extremely rare cases, where all the previous interventions do not impact on the child improving their behaviour, as a last resort, external exclusion would be considered, in consultation between the parents/carers, Headteacher and governors – with children being referred to Cluster behaviour support services (eg Oasis).
- External exclusion will only be an option if: children repeatedly violate or commit serious breaches of the Behaviour Policy; children seriously assault other children or staff.

### **Playground Expectations**

- Positive behaviour at breaks and lunchtimes should be rewarded with stickers and house points (which are collected in class). Staff on duty should pass on good (as well as bad!) news about behaviour to the child's class teacher as they line-up to go in.
- All staff on duty should be made aware of any individual child that is having particular difficulties with their behaviour or are following an individual behaviour plan.
- Class teachers remind children about how to use each playground area, playground rules and how to use the space and equipment. Lunchtime supervisors communicate clear expectations around how to use lunchtime activity apparatus and ensure that children use it appropriately. Adults on duty warn children verbally if their behaviour is inappropriate.
- If the child receives a second warning that session, then they are asked to shadow the adult for 5 minutes. If inappropriate behaviour continues, the child will remain with the adult on duty for the rest of playtime. At lunchtime, the child would remain with the member of staff / sit at the first aid bench or stand at a supervised position where they can watch for

children setting the right example of how to behave; a yellow slip will be issued recording the unacceptable behaviour, 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.

- More serious incidents, such as violent/aggressive behaviour are dealt with by the Lunchtime Supervisor/Learning Mentor/Behaviour Support Workers (via the Blue Card system to a member of SLT, where necessary). Time out in the Library corridor will be used. The Lunchtime Supervisor will inform the class teacher of the incident and how it has been dealt with, via a yellow slip. The class teacher will then deal with issuing sanctions.

### **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 which is passed up during end of year transition meetings. A record of parental contact is to be included within the log. This log is to be kept accessible in the classroom for any member of staff working with the class to be able to use, however the contents are confidential, so it must not be left open.
- 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 the relevant forms available from the HT's office and then onto CPOMS, as they must be reported to Governors and the local authority at least annually).

- deliberate behaviour likely to endanger the safety of themselves or others
- repeated disobedience/defiance or failure to comply with reasonable adult direction in regard to the above
- serious damage to school property/building

**September 2019**

**K Buck**