



Princecroft

PRIMARY SCHOOL

Incorporating The Hive Nursery

Behaviour Policy

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This policy is in line with the Single Equality Policy

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Introduction

Our behaviour for learning policy is designed to ensure that all pupils at Princecroft Primary School and the Hive Nursery (hereinafter referred to in this policy as Princecroft or School) have the opportunity to learn, be successful and achieve. We expect high standards from our pupils in terms of work and behaviour, and believe that good behaviour is essential if effective teaching and learning are to take place. We emphasise the need for all pupils and staff to respect each other and those who work with them. The policy has been written so that all of us - members of staff, parents, carers, pupils, and governors - can work together to maintain outstanding behaviour, attitudes and standards of work.

- 1. Aims**
- 2. Core Principles**
- 3. Classroom Routines**
- 4. Encouraging Positive Behaviour**
- 5. Positive approaches to support children to change their behaviour**
- 6. Consequences for making the wrong choices**
- 7. The Traffic Light system**
- 8. Playtime and Lunch time**
- 9. Children with particular Needs**
- 10. Report Cards**
- 11. Behaviour Plans**
- 12. Exclusion and Reintegration**
- 13. Post incident Care**
- 14. Power to search a pupil**
- 15. Dealing with incidents outside the School**
- 16. Monitoring Behaviour**

1. Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective lifelong learning. We believe that all members of the school community have core rights and responsibilities.

We have rights	We have responsibilities
<ul style="list-style-type: none"> • To feel safe in school, emotionally and physically • To be treated with respect regardless of ability, disability, race or gender • To be treated fairly • To choose whether to lend your things to other people • To have your opinion heard • To learn without interference from others • To have the opportunity to learn from our mistakes • To work and study in a high quality learning environment 	<ul style="list-style-type: none"> • To make others feel safe in school, emotionally and physically • To treat other people with respect • To be fair in how you do things • To look after equipment • To listen to others when they express their opinion and consider their point of view • To let everyone else learn • To understand and accept that all people make mistakes • To ensure you treat the learning environment with respect and ensure it is clean and tidy

We believe that these rights and responsibilities are encapsulated within the school's values and the Calm School Code:

Values	Key skills underpinning the value
Achieve	<ul style="list-style-type: none"> • Don't give up • Keep improving • Have a go • Concentrate • Be curious
Respect	<ul style="list-style-type: none"> • Help others • Cooperate • Good manners • Share • Take Care (e.g. of yourself, others, the school and our world)
Believe	<ul style="list-style-type: none"> • Be proud • Challenge yourself • Aspire to be the best • Love what you do • Stand up for what you believe

2. Core Principles

The behaviour at Princecroft was described as 'impeccable', 'exemplary' and 'outstanding' at our last OFSTED inspection in March 2018. This has been achieved over a number of years through creating a culture where high quality behaviour is the expectation and the norm. It has been developed around the School's Calm School Code which emphasises speaking politely, listening carefully, moving calmly and acting kindly. In the classroom this is reinforced through SLANT (sit up, listen carefully, ask and answer questions, no interruptions and track the speaker) and a clear behaviour traffic light system. Staff model a firm but respectful and kind approach in every interaction with the children.

Calm School Code
Speak politely
Listen carefully
Move calmly
Act kindly

SLANT
Sit up
Listen carefully
Ask and answer questions
No interrupting
Track the speaker

3. Classroom routines

Consistent systems and routines are in place across the school. These include:

- 1,2,3 for moving around the classroom
- Chain reaction for passing around books
- Saying '3,2,1 SLANT' is the children's cue to be ready to focus on the teacher

These routines are practised at the start of each school year so the children are familiar with the expectations at Princecroft.

4. Encouraging Positive Behaviour

Encouraging outstanding behaviour for learning is the responsibility of everyone in the school. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. It is our intention to reward and promote appropriate behaviour and challenge and change inappropriate behaviour through the public and private recognition of what is good. In addition to regular teacher praise, other rewards will include:

- Class-based reward system such star of the day, prizes etc
- House points - the house with the most points earns a reward at the end of the term and the house points total for each class are read out in assembly on Friday
- Teachers will send pupils with their work of high quality or which shows significant steps for that child to the Head teacher or Deputy Head teacher for a Head teacher's award for recognition in the Friday Celebration Assembly.
- Learner of the Week/Term certificates which are presented in the Friday Celebration Assembly

- Publically acknowledging external achievements of pupils
- Every child has his or her name displayed on the traffic light system which is displayed prominently in the classroom.
- Sitting on the Golden Table for excellent lunchtime behaviour at the end of each term
- Teachers informing parents of the positive things that the pupil has done in class
- Each day is a fresh start
- Sharing good learning on social media

NOTE: No individual class system can replace or alter the central school traffic light system

5. Positive approaches to support children with changing their behaviour

We strongly believe that, as well as managing behaviour, pupils need to be taught the appropriate skills to be able to change and adapt their behaviour. At Princecroft Primary school we have a range of approaches to support children in developing their social, emotional and behavioural skills. These approaches include:

➤ **Restorative Approaches**

All members of staff will use restorative questioning, when appropriate, to help pupils to understand the consequences of an incident when it has occurred both in and outside the classroom. Restorative questions include:

- What happened?
- Who has been affected by what has happened?
- What do you need to do to make things better?
- What do you need to do to stop this happening again?

See Appendix 1 for a reflection form.

- **Circle Time:** Circle time can be used to reinforce a group problem-solving approach to finding solutions to specific issues that have arisen.

- **Talk time:** This provides children with the opportunity for one-to-one time with the class teacher, teaching assistant or a friend to talk through any issues or personal issues.

- **Emotional Literacy Support Assistant (ELSA):** The school has a number of Emotional Literacy Support Assistants who can deliver support packages such as:
 - Socials skills
 - Support with anxieties and worries
 - One-to-one time to talk
 - Anger Management

- **Playground Activities:** At lunchtimes we have a range of activities in place to ensure the children are engaged in play as this reduces incidents of inappropriate behaviour. These activities include:
 - Playpod
 - Football and other sporting opportunities
 - Bikes and scooters
 - Use of Sanctuary Garden – an area where pupils can go to engage in quiet activities
 - Outdoor play equipment

- **Family Support Worker:** The Family Support Worker supports parents with a whole range of issues relating to behaviour and well-being of children.

6. Consequences for making the wrong choices.

Poor behaviour is the responsibility of all adults - teachers, support staff and parents. The school believes that we all need to work together to ensure a consistent approach to the behaviour of pupils in the school. The majority of the children in our school respond to a clear reminder of the appropriate behaviour they should be displaying. For those children who find it harder to behave and abide by the rules, staff use a number of management strategies and techniques. These strategies are based on the belief that children who display inappropriate behaviour have either not yet learned the appropriate behaviour or currently lack the skills set to behave appropriately. Staff at Princecroft Primary School have a wide repertoire of behaviour management strategies and techniques to help modify unwanted behaviour. Some of these strategies and techniques include:

- Positive reinforcement of appropriate behaviour

- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Modelling of appropriate responses and behaviour by staff, parents and peers
- Non-verbal communication - a shake of the head; a finger to your lips and the use of eye contact
- Setting clear boundaries
- Providing structure and routine where the children learn to predict events and the consequences of his/her actions
- Providing a high level of consistency between all adults who work with the children
- Direct identification of inappropriate behaviour e.g. 'You are out of your seat' as opposed to 'why are you out of your seat?'
- Use of verbal and non-verbal praise
- Using the language of choices - making good choices and wrong choices
- Using language linking to the school values e.g. 'you were not showing respect when you said that'
- Reiterating what the good choice would be and then providing thinking time for the child to adapt their behaviour
- Talking through the good choices the children could have made instead
- Setting small achievable tasks to increase confidence
- Reminding and prompting and encouraging- verbal, physical and gestural to make good choices
- A member of staff gives a verbal warning and the inappropriate behaviour is explained; the expectation for improvement and staying on green is given

The use of these consequences should be characterised by certain features:-

- Issues should be dealt with calmly, without a raised voice but firmly, referring to why the action is being taken and what that action is.
- Adults should not use any form of degrading treatment or language to 'punish' a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils and young people is not acceptable in any situation.

- Although persistent/serious misbehaviour needs recording, every pupil must feel that every session is a fresh start.
- It is the behaviour of the pupil that is being questioned, not the pupil.
- If severe behaviour occurs e.g. racism, homophobic or transphobic, bullying, vandalism or aggression towards staff members - the pupil in question will be referred to a member of the Senior Leadership Team who will decide the most appropriate cause of action.

When staff are talking about a child's behaviour it should be focused on specific needs and challenges. Language that describes the child or that is not specific to the behaviour is unhelpful in finding solutions to challenging behaviour.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences for inappropriate behaviour to protect the security and stability of the school community. Within school we have a framework for identifying the consequences positive and negative behaviours. This is based around our traffic light system.

7. The Traffic Light System

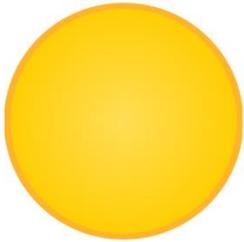
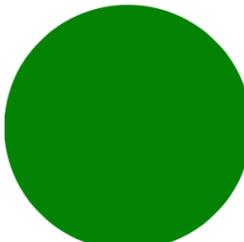
This system promotes the positive behaviour we wish to see in all our pupils. Every child's name is on the traffic lights which are displayed prominently in the classroom. Every day every child starts their day on green. The point is to stay on green or move to gold. Staying on green means the pupil is doing exactly what is expected on him or her. It means he/she is following the class rules, listening, following instructions and working hard in lessons.

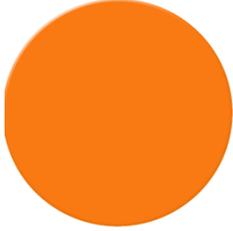
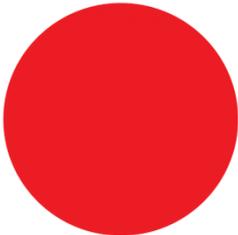
The principles behind the system are:

- Children get recognition for doing the right thing and doing what is expected of them
- No child is neutral; no child is forgotten or overlooked - The child who does everything expected of them in a quiet, unassuming way is still recognised if s/he is on green
- There is a presumption that the majority of children will be on green all the time
- Children who move away from green can work their way back. Pupils can turn a situation around by showing that they can make the right choices
- The consequences for not doing the right thing are clear
- All adults take responsibility for promoting positive behaviour
- The head teacher and members of the Senior Leadership Team are the last resort

- Behaviour can be guided in the right direction
- Every day is a new start
- The value of getting on gold and the shock of going on red can only be maintained if they are not overused

The Traffic Light System

Traffic Light	Behaviour choices	Consequences	Teacher strategies and actions
Gold 	Outstanding modelling of the school's values and Calm School Code.	I have achieved something that I should be really proud of. The adults at home and in the class will be incredibly proud of me. Teachers will inform adults at home about the wonderful things I have done. A certificate will be sent home.	Send certificate home and talk to the adult. Inform parent of great behaviour. Record who has been on gold. Share the success with the class.
Green 	I am consistently making the right choices even when it is difficult. I can treat others as I would like to be treated and understand that they have the same rights as me. I can look after my environment.	You are proud of yourself and others are proud of you. You are maximising your learning. You are a role model to other children. You will earn house points. You will earn the class-based rewards.	Teacher gives out house points and verbal praise. The pupil may go to the head teacher for a head teacher's award for a high quality piece of work. Class-based rewards can be used.
Warning	I am beginning to make the wrong choices - I will think about how to turn it around.	I am beginning not to learn and others may not want to be around me. I am disturbing the learning of my friends.	The teacher uses a range of low level behaviour management approaches such as, physical proximity, identifying the

		<p>I will receive a first warning.</p> <p>If my teacher has to tell me again I will go on amber.</p>	<p>positive behaviours and non-verbal strategies.</p> <p>Teacher to issue a warning to clearly identify the desired behaviour.</p> <p>Teacher to record initials on the board.</p>
<p>Amber</p> 	<p>I am behaving in a way that stops my learning and learning of others.</p> <p>I have made a poor choices.</p>	<p>See the teacher at the end of the lesson.</p> <p>I may be moved away from my friends.</p> <p>I have disrupted learning or spoiled play, other people may be hurt or upset.</p> <p>My teacher will be disappointed in my behaviour.</p>	<p>The child sees the teacher at the end of the lesson.</p> <p>If an amber behaviour is repeated then the child moves to red.</p>
<p>Red</p> 	<p>I have made a poor choice and I am not responding to adults who are trying to help me.</p>	<p>I have disrupted my own learning and the learning of my friends or spoiled play, other people may be hurt or upset.</p> <p>I will be moved away from my friends and classmates.</p> <p>I will lose miss all/part of my playtime.</p>	<p>Teacher contacts parents on the day of the pupil being put on red.</p> <p>A meeting may be arranged to set up the weekly report card. The report card is sent home daily and signed by the teacher parent and the pupil.</p>

The majority of the time the Traffic Light System should be consistently adhered to. However, any very serious incidents that take place either in the classroom or the playground, e.g. use of physical violence, the system should be by passed and the pupil should be sent to the head teacher or a senior member of staff.

It is a priority that the learning of the class is not affected by the behaviour of an individual child. If necessary, the child demonstrating the unacceptable behaviour will need to work with an adult away from the class so the learning in the lesson is not disrupted.

8. Playtime and lunchtime

When an incident occurs, the child is expected to miss some playtime and stay near a TA/MDSA. Serious incidents are recorded on CPOMS with the class teacher and relevant staff copied in. It is important that antecedent incident and consequence of the behaviour incident are recorded as well as an explanation of what will be different next time to ensure the behaviour is not repeated. The class teacher can make a judgement on whether the incident affects the child's 'green' status but generally behaviour issues should be resolved away from the classroom so the learning in the class is not affected.

Behaviours that may warrant a child sitting out of playtime include:

- Refusing to do what grown up asks you to do
- Being rude to adults or other children
- Intentional damage to school property

This system is not to be necessarily used for situations where a child is demonstrating that they are struggling to acquire a certain skill set such as sharing. At these times it is the responsibility of the adult on duty to support the children in finding a solution and engaging with the children to get the play back on track. Adults should be using the restorative justice language when working with children. The Behaviour Reflection Form (Appendix 1) can be used to help the child reflect on their behaviour.

9. Children with particular needs

Some children have specific needs and may behave differently to their peers. We treat children as individuals and special arrangements and additional support may be provided. The SENCo will advise teachers where special approaches or strategies are required. The Parent Support Advisor is available to provide support for families that request it.

A list is maintained by the SENCo of the children who have individual programmes to support positive behaviour. For all pupils on this list, any incidents of challenging behaviour must be recorded using the ABC chart, as a tool to better understand the function of the behaviour. A frequency chart (Appendix 2) should also be maintained so that patterns of behaviour can be explored. A risk assessment (Appendix 7) for children with particular needs supports these children and must be reviewed and altered after a serious incident.

10. Report cards

In some cases pupils will be placed on a weekly report card (See Appendix 3). This will be completed with the class teacher, parent/carer and the pupil. It will include clear targets for the pupil to work towards and the agreed strategies and action that will be put in place in school and at home. There will be daily correspondence

between the teacher and the parent/carer regarding the pupil's behaviour and progress towards meeting the agreed targets. Any pupil who is placed on a report card will be recorded on the report card log in the class file and a copy of the report card will be passed onto the Headteacher and SENCo. At the end of the week there will be a review of the weekly report card and next steps discussed. The next steps may include;

- The report card can be ceased as the pupil has modified his/her behaviour
- The report card can be ceased but specific strategies to remain in place (see Appendix 4)
- The report card needs to continue for another week. After 3 weeks on report card and the behaviour has not improved, then there will be a meeting with the class teacher, pupil and Head/SENCo to put together a behaviour plan.

11. Behaviour Plans

In some cases children may need to have individual behaviour plans which are specific to their needs (see Appendix 6). As part of the behaviour plan, some pupils are dealt with in a specific way and this is shared with all members of staff who work with the pupil. The school recognises that some pupils have specific behavioural needs and is committed to working with the pupil and the parent to support them in the best way they can. At this stage it may be appropriate to make a referral to the Behaviour Support Service for external assessment and advice.

In very rare cases, positive handling may be needed to support a child and adults working with them. This should only be done when there is an immediate risk to the safety of the child or another child. Wherever possible only members of staff who have had team teach training will be part of the positive handling plan. Any handling of a child will be reasonable and proportionate and will be recorded in the school log. Very occasionally a parent may be called in to help manage any challenging behaviour and support the child in returning to class. If this happens, the parent support form (Appendix 5) should be completed.

12. Exclusions and reintegration

Princecroft Primary School follows the Local Authority guidelines on exclusion. Following exclusion, a reintegration meeting will be arranged for the pupils and their parents. The purpose of this meeting is to:

- a) Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;
- b) Discuss how behaviour problems can be addressed;

- c) Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- d) Reach agreement on how the pupil's education should continue, how best they can be reintegrated and what measures could be put in place to prevent further misbehaviour;
- e) Create a forum for a discussion about what support could be put in place for the parents

13. Post-Incident Care

- Where there has been a disruptive incident that may affect other pupils' well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.
- Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving children.

14. Power to search a pupil

- The Department for Education has issued advice to schools regarding their power to search pupils both with and without their consent- Screening, search and confiscation- Advice for head teachers, staff and governing bodies (DfE,Jan 2018)'.
 - School staff can search pupils for any item if the pupil agrees
 - Head teachers and staff authorised by them also have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and 'legal highs'
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been or is likely to be used to:
 - commit an offence

- to cause personal injury to, or damage to the property of any person (including the pupil)

15. Dealing with incidents outside of school

The DfE's advice on behaviour and discipline in schools explains that staff may apply negative consequences to pupils for misbehaviours when a pupil is:

- Taking part in any school-organised or school related activity off-site
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

There may also be consequences, whether or not the above conditions apply, if the pupil's behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Any negative consequences may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised by school staff. The consequences may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing consequences the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of Princecroft Primary School

16. Monitoring Behaviour

All members of the Senior Leadership Team have a role in monitoring the reported incidents related to bullying, race, homophobic and transphobic, gender and disability. We maintain a log of these incidents so that we can follow things up, speak to everyone involved and work to reduce future incident. The Headteacher will monitor behaviour to identify vulnerable children who may appear and to identify any patterns of behaviour and/or names of pupils re-appearing. The Head teacher and Deputy Head teacher will monitor consistency of approach by staff and will follow up individual cases if required.

The safeguarding governor along with the Senior Leadership Team will be responsible for monitoring this policy. It will be reviewed on an annual basis or earlier if required.

The policy should be read and understood in conjunction with the following documents:

- *Safeguarding and Child Protection Policy*
- *Keeping Children Safer in Education (KCSiE September 2021)*
- *Guidance for Safer Working Practice for Adults who work with Pupils and Young People (May 2019)*
- *Codes of Conduct and Protocols for Staff and for Volunteers*
- *Physical Intervention to control and restrain others*
- *Single Equality Policy*
- *Anti-Bullying Policy*
- *Screening, Searching and confiscation - Advice for headteachers, staff and governing bodies (DfE January 2018)*
- *Violence and Aggression in Schools*

Appendices

Appendix 1: Behaviour reflection form

Appendix 2: Frequency chart to monitor behaviour

Appendix 3: Report Card

Appendix 4: Termly report card log

Appendix 5: Parent support form

Appendix 6: Risk assessment

Appendix 7: Bill Rogers – Top Ten behaviour tips

Copies of this policy and appendices can requested from the School Office.