

Incorporating The Hive Nursery

Behaviour Policy

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| Review date | February 2025 |
| Date of next policy review | February 2026 |

This policy is in line with the Single Equality Policy

Princecroft Primary School

Princecroft Lane

Warminster

Wiltshire

BA12 8NT

Headteacher: Gemma Pierson

Email: admin@princecroft.wilts.sch.uk

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.

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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 you express your opinion and consider other points 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"> • Not giving 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

In our most recent Ofsted report (December 2023) it was reported that: 'the school has high expectations for pupils' behaviour. Pupils are polite and well-mannered. They hold doors open for visitors and show high levels of respect for one another. Pupils understand the school rules and follow them well. They listen carefully and are eager to learn. There is a calm and purposeful environment in classrooms and around the school.' 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, all hands empty, no interrupting and track the speaker). There is a clear behaviour flowchart. Staff model a firm but respectful approach. Our behaviour curriculum outlines the behaviours we teach.

| 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 cue for children to focus on the teacher

These routines are practised at the start of each school year and revised as often as necessary 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 behaviours 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. We want our incentives to be intrinsic to fostering a culture of good behaviour as opposed to material extrinsic incentives such as prizes. In addition to regular teacher praise, other rewards will include:

- Class-based reward system such as moving onto the celebration icon, extra playtime etc.
- House points – the house with the most points at the end of the term and the house points total for each week is read out in assembly on Friday.
- Teachers will send pupils with high-quality or significantly improved learning to the Head teacher for a sticker and recognition in the celebration assembly.
- Learner of the week/term certificates which are presented in the Friday celebration assembly.
- Publicly acknowledging external achievements of pupils.
- Being on the table that is released first for excellent lunchtime behaviour.
- 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 behaviour flowchart.

5. Positive approaches to support children with changing their behaviour

All staff recognise behaviour as a form of communication, and seek to support behaviour that challenge rooted in empathy whilst considering the 'why' behind the presentation we see. 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 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, which is filled in by children in years 2-6.

- **Supporting Emotional Literacy**

All members of staff will support the emotional literacy of children, based on the model of PACE (Dan Hughes, 2012, Creating Loving Attachments.) when addressing behaviours which challenge. This includes:

- showing playfulness, remaining calm and light-hearted;
- accepting that all feelings are valid which can drive the behaviour that we see, but that not all behaviour is acceptable;
- Showing curiosity to consider why we might be seeing the behaviour we are, including the use of WIN (I wonder, I imagine, I notice) in order to 'name it to tame it'. This supports co-regulation and greater independent emotional literacy.
- Showing empathy in order to connect and build/maintain trust. Staff can follow the use of Appendix 9, the Emotion Coaching Cheat Sheet in order to respond to behaviours that challenge in five steps.

- **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:

- Social skills
- Support with anxieties and worries
- One-to-one time to talk
- Anger management
- Nurture space at lunch times

- **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
- Use of the Sanctuary Garden – an area where pupils can go to engage in quiet activities
- Outdoor play equipment
- Quiet classroom
- Playground equipment
- Sports leaders

- **Family Support Worker**

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

- **Lunch Time Nurture Space**

We recognise that lunch times provide unstructured time, which some children can find challenging to manage, or rely on children having adequate social skills in order to play and/or communicate with others. Each lunch time, there is a staffed nurture space available when required in order for children to:

- Share their worries with an adult and problem solve
- Access restorative conversation following conflict
- Access a calm, quiet space in order to recharge or reflect

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 skill-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, finger to 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 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, 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 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 the action is
- Staff should follow the behaviour flow chart when any incident of poor behaviour occurs
- 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 day is a fresh start
- It is the behaviour of the pupil that is 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 course of action.

When staff are talking about the child's behaviour, it should be focussed 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. Children do not choose to behave poorly, but are communicating an unmet need. Staff label the unfavourable behaviour, separating it from the child 'being' challenging/naughty/inappropriate, including conversations amongst staff when discussing incidents of challenging behaviour. Children understand that all emotions and feelings are valid, but that not all behaviours are acceptable.






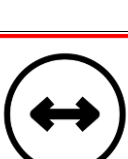
Although rewards are central to the encouragement of good behaviour, realistically there is a need for consequences for inappropriate behaviour to protect the security and stability of the


school community. Within school we have a framework for identifying the consequences of positive and negative behaviours. This is based on our behaviour flow chart.

7. Behaviour Flow Chart

This system promotes the positive behaviour we wish to see in all our pupils. Symbols depicting the behaviour flow chart steps are displayed prominently in every classroom. The expectation for all children is shown in green. Green means the pupil is doing exactly what is expected of them. It means they are following the class rules, listening, following instructions and working hard in lessons. We expect behaviours to stay in the expected or better zone most of the time. Where behaviour is better than the expectation, the blue celebration icon may be referred to.

The Behaviour Flow Chart

| Icons | Behaviour Choices | Consequences | Teacher strategies/actions |
|---|---|--|---|
|  | Celebration Outstanding modelling of the school values and Calm School Code. | Everyone will be proud. A HT award/house point/sticker may be given. | Praise Inform HT Inform parents Recognition in class |
|  | Expectation Consistently making the right choices. Abiding by the Calm School Code. | You are a role model to other children. You are engaged in valuable learning experiences. | Verbal praise for doing the right thing. |
|  | 1st Warning Beginning to make the wrong choices/not listen to instructions. | Behaviour starts to affect your learning. You may be disturbing the learning of your friends. | Teacher gives a verbal warning. Tone of voice, eye contact, physical proximity, gesture. |
|  | 2nd Warning Making poor choices and disrupting the lesson. | Behaviour is affecting the learning in the class. You may be upsetting others around you. | You will have a minute to turn your behaviour around. You may move to another seat in the classroom. |
|  | 5 minutes at break/lunch Continually making poor choices and stopping others from learning. | See the teacher at the end of the lesson. Miss 5 minutes of free time. | The same teacher has a restorative conversation with the child. 5 minutes with them/teacher on duty. |
|  | Change of face or space Behaviour has escalated and a change of adult or room is appropriate. | You need to leave the room to calm and so that learning can continue. | Another adult may come and support/take the child out. The child may go to another classroom. |

| | | | |
|---|--|--|--|
|  | SLT and parents informed I have made poor choices. I am not responding to adults who are trying to help. | I have disrupted learning. People may be hurt/upset. I will be moved away from others. | Teacher contacts parents the same day. SLT conversation. Repetition will trigger a parent meeting. |
|---|--|--|--|

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 the right thing in a quiet, unassuming way can always be recognized by referencing green.
- There is a presumption that the majority of children's behaviour will be green all the time.
- Children who do move away from green can gain it back. Pupils can turn a situation round by showing 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 which empowers all staff.
- Behaviour can be guided in the right direction.
- Every day is a new start.
- The value of being celebrated and the shock of having to reference orange and red icons can only be maintained if they are not over-used.

The majority of the time, the behaviour flow chart should be consistently adhered to. However, for any very serious incidents that take place either in the classroom or the playground, e.g. the use of physical violence, the system should be bypassed 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 unacceptable behaviour will need to work with an adult away from the classroom.

8. Playtime and Lunch Time

When an incident occurs, the child(ren) at fault is/are expected to miss some playtime and stay near a member of staff. Serious incidents are recorded on CPOMS with the class teacher and relevant staff copied in. It is important that the 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 needs any further consequences, but generally behaviour issues should be resolved away from the classroom so the learning in class is not affected. Behaviours that may warrant a child sitting out of some playtime include:

- Refusing to do what adults ask them to do
- Being rude to adults or other children
- Intentional damage to school property

The Behaviour Reflection Form (Appendix 1) can be used to help a child reflect on their behaviour.

This system is not to be used for situations where a child demonstrates they are struggling to require a skill 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.

9. Children with particular needs

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

A list is maintained by the SENDCo 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 CPOMS including the ABC fields, as a tool to better understand the reasons for 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 after a serious incident.

10. Report Cards

In some cases, pupils will be placed on a weekly report card (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 at school and at home. There will be daily correspondence between the teacher and the parent/carer regarding the pupils' behaviour and progress towards meeting the agreed targets. Any pupil who is placed on a report card will be recorded in the child's electronic folder. At the end of the week, there will be a reflection on the weekly report card. The next steps may include:

- The report card can be ceased as the pupil has modified their behaviour
- The report card can be ceased but specific strategies need to remain in place (see Appendix 4)
- The report card needs to be continued for another week. After 4 weeks on a report card with no improvement, there will be a review meeting with the class teacher, pupil and SENDCo/member of SLT 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' behaviour is 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 parents/carers 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 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, another child or a member of staff. 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. Suspensions, Exclusions and Reintegration

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

- Emphasise the importance of the parents working with the school to take joint responsibility for the child's behaviour;
- Discuss how behaviour problems can be addressed;
- Explore wider issues and any circumstances that may be affecting the pupil's behaviour;
- 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;
- Create a forum for a discussion about what support could be put in place for the parents if necessary.

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 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 schools (DfE, July 2022).'

- School staff can search pupils for any item if the pupil agrees.
- Head teachers and staff authorized 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
 - Electronic items such as mobile phones or tablets

- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used to:
 - commit an offence
 - 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 this is an activity supervised by school staff. The consequences may be in the form of withdrawal of privileges, fixed term suspension or in very serious cases, permanent exclusion. In issuing consequences, the following will be considered:

- 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 incidents. The head teacher will monitor behaviour to identify vulnerable children who may appear and identify any patterns of behaviour/names of pupils re-appearing. The head teacher will monitor consistency of approach by staff and will follow up individual cases if required.

When children display sexualised behaviour, we use the Hackett Continuum (Appendix 10) in order to consider whether behaviours (including what a child does or says) are developmentally typical or whether these could be considered problematic or harmful. This tool supports us in ensuring we are responding appropriately and effectively.

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 2024)
- Guidance for Safer Working Practice for Adults who work with Pupils and Young People
- Codes of Conduct and Protocols for Staff and Volunteers
- Physical Intervention to control and restrain others
- Single Equality Policy
- Anti-Bullying Policy
- Screening, Searching and Confiscation – Advice for Schools (DfE)
- 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

Appendix 8: PACE model

Appendix 9: Emotion Coaching cheat sheet

Appendix 10: Hackett Continuum

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