



BEHAVIOUR MANAGEMENT POLICY

2023-24

Purford Green Primary School and Nursery
Part of the Passmores Co-operative Learning Community

Behaviour Management Policy

1 Introduction

At Purford Green Primary we strongly believe that every child has a right to feel safe, a right to feel happy and a right to learn. Positive attitudes to learning are essential for children to make maximum progress. The relationship between home and school working together is a strong factor in promoting and maintaining high expectations and positive behaviour. At PGP we expect the highest standards of all our children. We feel that the best way to encourage appropriate behaviour is through teaching them how to follow core values that develop each individual child. We also believe in positive reinforcement of children's successes and appropriate responses to unacceptable behaviour.

2 Aims

In order to enable effective teaching and learning to take place, we seek to create a caring, safe and secure learning environment in the school by:

- Promoting Respect, Responsibility, Resilience, Honesty, Independence, Cooperation, Empathy and being Inquisitive: these are our core school values.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect
- Promoting a sense of pride in school
- Ensuring fair treatment for all
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and shared procedures.

3 School organisation

Our school ethos/philosophy is central to establishing and maintaining high standards of behaviour. In order to promote positive behaviour we will:

- Have a shared set of school values for the whole school community to follow, which are displayed, around the school, in each classroom and on our website;
- Communicate clear, consistent expectations throughout the school (Our 'Behaviour leaflet for children' can be accessed via the school website);
- Recognise and reward positive behaviour;
- Create a caring, calm environment;
- Provide a stimulating and differentiated curriculum;
- Promote the children's involvement and commitment to all aspects of school life;
- Involve the school council in policy development.

4 Encouraging Appropriate behaviour

At PGP we believe in positive reinforcement of children's successes. Praise, celebration and rewards are important in encouraging and reinforcing good behaviour. They

- Contribute to an ethos of friendly acceptance

- Reinforce right choices
- Promote a positive self- image and raise self esteem
- Increase the children’s confidence.

4.1 At PGP we have use a range of positive reinforcements. These include:

Praise

- Verbal praise
- Written comments in books
- Sharing work with the class
- Direct praise to parents at the end of the day
- Sharing work with the Headteacher/Deputy Headteacher

Celebration

- Displays of work around the school
- Showing work in sharing and class assemblies
- Sharing names of pupil’s receiving ‘Star of the Week’ awards on displays and on the school website

Rewards

- Stickers and stamps
- Certificates for academic achievement
- Head teacher certificate for progress in learning
- Trophies
- Roles of responsibility (House Captains, Monitors, Play Leaders and Class monitors)
- House points
- Termly reward activities and trips

4.2 School House Point System (Reception – Year 6)

At primary age all children belong to one of four houses and house points form our whole-school reward system promoting the school values between our children.

Children can be given **house points** for consistently showing Respect, Responsibility, Resilience, Honesty, Independence, Cooperation, Empathy and being Inquisitive and also for achievements in their academic work. **House points are awarded for age -appropriate display of our school values. One house point is given at a time.** House points are awarded to children in class and recorded on a house point chart displayed so children can see how many house points they have collected on a regular basis. All members of staff in school can award children a house point. For house points children collect, they earn a certificate which are given to children to be taken home for children to share with their family.

Certificates that can be earned are marked by a different colours image and children are encouraged to set themselves goals to which colour certificate they want to work towards. Colours are as follows:

White certificate for 5 house points

Turquoise certificate for 10 house points

Magenta certificate for 15 house points

Amber certificate for 20 house points
Bronze certificate for 30 house points
Sapphire certificate for 40 house points
Emerald certificate for 50 house points
Silver certificate for 60 house points
Gold certificate for 70 house points
Ruby certificate for 80 house points
Diamond certificate for 90 house points
Platinum certificate for 100 house points

For some children who consistently show all of our school values in an exemplary way inside the classroom and outside and also put maximum effort into their learning, they may exceed 100 house points.

Different certificates will then be awarded on an individual basis for each 20 house points achieved past 100

At the end of each half term, the top three children in school with the most house points, will be invited to have hot chocolate and cake with the headteacher and their photo will be put into the hall of fame display.

The House with the most points collected each week, has their house colour ribbon attached to the House cup for the week and this is displayed with pride in the schools trophy cabinet.

Each class has a behaviour chart in the classroom to encourage positive behaviour and demonstration of school values and a strong work ethic. All children start at good each day on the chart. Children can go up to the two steps above good and if reaching the top of the chart, they automatically receive a house point. Wherever a child is on the behaviour chart (good or above good) if a warning is given, they automatically go into the warning section of the behaviour chart

5 Discouraging Inappropriate behaviour

Although we wish to promote good behaviour through the use of positive strategies, there is sometimes a need for consequences that show some behaviour is unacceptable.

5.1 Responding to problems

When dealing with children we must all act as positive role models for the children, always displaying the school values.

We need to:

- Separate the child from the behaviour -be disapproving of the behaviour not the child
- Treat children as you would want teachers/adults to treat your own children
- Think about the language you use, e.g. discuss how their choices do not reflect particular values
- Respond to problems in a calm and controlled manner

5.2 Sanctions

When children use inappropriate behaviour, teachers will use a system of actions to manage that behaviour which is displayed on the behaviour chart in the classroom. All children start each day on good on the chart:

5.2.1 In Nursery

5.2.2 Reception – Year 6

Step

1. A reminder that their behaviour is not acceptable (**first reminder**)
2. If this is not sufficient for the child to focus on their learning a **second reminder** is given and they will be moved to another area of the class for thinking time to reflect on their actions.
3. When this is still not enough to help the child make appropriate choices, they are sent with their work, to another class where they remain for a short period of time - 10-15 minutes. They must ask to return to the classroom and apologise appropriately to the adult and talk through better behaviour choices.
4. If the child returns to class and continues to disrupt classroom learning or show inappropriate behaviour, they are sent, with work, to a senior member of staff for the rest of the morning or afternoon. The class teacher will meet with the parents after school or contact the parent in a telephone message to discuss concerns in behaviour. An incident log of an incident is recorded by the teacher or adult (on a google behaviour form) which is passed to the head teacher.

Children in reception and KS1 after lunch will be moved back to 'good' on class behaviour chart in recognition of their young age and social and emotional development.

Children in KS2 will remain at the same point on the chart until the following day starts. There is no movement allowed to go back up the chart. Staff will verbally encourage children who are on the sanctions part of the board, to turn their behaviour around in other ways such as giving a sticker, verbal praise. This is to encourage resilience in children which is a school value.

All incidents will be recorded on SIMs.

- 5 After this, children who have reached this stage will be sent to the Deputy Headteacher/ Assistant Headteacher (if Deputy is unavailable) if the undesirable behaviour persists. At all times a record is kept of the incidents using the incident log (google form). The Deputy Headteacher/Assistant Headteacher will decide if a longer internal exclusion of a day out of class or longer is needed, whether to contact parents or, if more serious, refer to the Headteacher.
- 6 The Headteacher will meet with parents of children who continue to struggle with showing positive behaviours and discuss:
 - Need for a **higher level of outside agency**;
 - **Internal exclusions** – These vary in length and are usually in place until a change in attitude/behaviour is seen. During internal exclusions the child is taught in a different class to their peers and they are not allowed on the playground during play and lunch times. In some cases, a child may be internally excluded in our partner schools, Potter Street, The Downs or Passmores.
 - **Suspensions** – These vary from lunch time suspension for children with poor social skills who persistently get into trouble at unstructured times, such as playtimes, to half days, one day or several days depending on the nature of behaviour. Suspensions that last multiple days may take place at one of our partner schools.

- **Permanent exclusion/Alternative provision-** This is rare, but is a potential consequence for children who have had several fixed term exclusions and/or the relationship between home and school has broken down and the school can no longer meet the needs of the child.

If a child physically hurts an adult or child in class on purpose or swears at an adult they will automatically be sent to the Deputy Head teacher/Assistant Headteacher for the session and in discussion with the Headteacher, a sanction of a longer period out of class may be decided. Class adults need to report this on a google form so a log of behaviour is in place and to identify children who may need outside agency support or support for emotional/social and mental health needs or support and intervention from the SEND/inclusion team.

5.2.3 Other Strategies

Teachers are encouraged to use as many strategies as possible in helping children avoid being given reminders. These may include:

- Planned ignoring
- Light verbal disapproval referring to the school values
- Non- verbal disapproval
- Focussing on another child's correct choices – proximity praise
- Using humour to defuse a situation
- Reminding a child that continuing with that behaviour, not showing the school values, will result in a reminder

5.2.4 Playtimes and other Non-Structured times

Playtimes and other non-structured times are important in giving the children an opportunity to develop social skills and peer relationships. They also serve to give the children a time to relax and have safe fun. Although the children are supervised, some children find these times difficult especially during the longer lunch times. However, in order for all children to enjoy this time they still need to show the school values.

At playtime 3 simple steps are followed:

- Given a reminder referring to the school values not being shown
- Being asked to remain with the adult on duty for the rest of playtime
- For physically hurting another child purposely outside, the child/children should be brought in by an adult on duty to a senior member of staff.

At lunchtime these steps are followed:

Step 1 - Reminder of the value the child needs to show

Step 2 – 10 minutes with adult walking around together talking through incident and agreeing on solutions using the conflict resolution approach

Step 3– Child brought into senior teacher on reflection duty by a Midday

If children are seen deliberately fighting or hurting another child physically, they are brought straight to the senior teacher on reflection duty by an adult. Senior staff on duty are timetabled throughout the week and this is shared weekly with all staff through the staff diary sheet.

At the end of lunchtime, midday assistants will feedback any behaviour issues to the class teacher. If the teacher and MDA consider it is necessary for a child /children to have reflection time, the class teacher should complete the behaviour log and inform the senior teacher on duty for the next day.

If there are more serious level of incidents on the playground then the Deputy Headteacher will be consulted and if, necessary, the incident is referred to the Headteacher. In this instance it is likely that the child will then spend a fixed amount of time inside school instead of the playground for their own safety and that of others.

5.3 Behaviour and Emotional Support recovery plan

If it is clear staff are doing more than is normal to manage a child's behaviour the class teacher will ask for support from the Inclusion Team who will devise a behaviour recovery plan/ consistent management plan with specific targets developed to support the child's behaviour and clear steps so that all adults involved with the child are working consistently to manage the child's behaviour. This could involve an individual behaviour chart where targets are set and rewards offered for children. Support from the Educational Welfare Officer, Educational Psychologist or Behaviour Support Team will also be sought for all children who offer consistently challenging behaviours.

5.4 Internal exclusions

Repeated inappropriate behaviour that does not improve following support plans implemented by the class teacher, or one-off incidents, may result in an internal exclusion.

These will be administered by a member of the SLT in consultation with the class teacher. These will take place in a time out area either in another classroom or another area of the school.

Re-integration into the classroom may include a daily report which is taken home each day to be shared with and signed by parents or carers.

5.5 Formal suspensions

Repeated inappropriate behaviour, including bullying and racist incidents, which does not improve following support plans, parental involvement or sanctions may result in a suspension or permanent exclusion of the pupil.

Incidents of a more serious nature resulting in a suspension (usually at a partner school) or permanent exclusion (Aspire Academy) include:

- physical assaults on another person
- damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age and the nature of any disability will be taken into account when these decisions are made. The decision to suspend or exclude can only be taken by the Executive Headteacher, or Headteacher and will follow the Essex Guidance on Exclusions.

6 Unacceptable behaviour

6.1 Bullying

This school recognises and affirms the right of every child to learn in a safe and secure environment.

Definition of bullying - Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but

the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. e-bullying, spreading rumours, excluding someone from social groups).

We take a proactive approach to bullying as well as responding when an incident occurs. (See *Anti-Bullying Policy*)

6.2 Harassment

Harassment including racial, sexual, and persistent teasing will not be tolerated. All incidents are considered serious and dealt with immediately according to the identified structures (See Equality policy and *Equality Plan*).

6.3 Truancy

Absences and lateness are monitored by staff and persistent lateness or poor attendance is reported to the Headteacher. The Head Teacher and Attendance Officer will monitor and liaise with parents as appropriate. If further action is necessary the Attendance Officer in conjunction with the Essex Attendance Specialist Team will pursue it. The school is required to publish its numbers of authorised and unauthorised absence (See *Attendance Policy*).

6.4 Child on Child Abuse

Sexual violence and sexual harassment are never acceptable and is not tolerated in school. The use of inappropriate language and behaviour between pupil will be challenged and investigated by all members of staff. The Headteacher, or appropriate senior member of staff, will decide if it is a one off incident where early support from school staff and the application of the school behaviour policy is appropriate or if more formal, statutory intervention is needed (See HSB Policy)

6.5 On Line Behaviour

The way in which pupils relate to one another online can have a significant impact in school. Negative interactions online can damage the school's culture / ethos and can lead to school feeling like an unsafe place for children. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents usually occur off the school premises. Even though the online space differs in many ways to school, children are expected to show our school values online as well as offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos³⁴ and sexual harassment will be addressed in accordance with the same principles as offline behaviour and in cases where we suspect a pupil of criminal behaviour online, we will follow statutory guidance.

Parents are responsible for children's behaviour outside of school, out of school hours. However, we will apply the sanctions within our behaviour policy when behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school.

7 Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

8 Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention by a member of staff or a member of public, when the children are in

school uniform, traveling to and from school, identifiable as a pupil of our school and their behaviour impacts on a member of the school community, affects the running of the school or adversely affects the reputation of the school, this policy will be followed in partnership with parent/carers.

9 Reasonable Force

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

Physical restraint is only used by members of staff trained in physical restraint using the appropriate measures outlined in the physical restraint policy. This will be the Deputy Headteacher/Assistant Headteacher and Headteacher or SENCO.

All incidents of physical restraint will be recorded in the Register of Physical Restraint. (see *Physical Restraint Policy*)

10 Searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. Any member of staff can search a pupil (outer clothes and pockets) and their possessions (bags, trays and desks) for minor issues such as stolen property, sweets, toys or mobile phones which are not permitted in the classroom or on the playground. However, only the Headteacher or member of the senior leadership team have a statutory power to search a pupil or their possessions where we have reasonable grounds to suspect that the pupil may have a prohibited item, such as

- knives and weapons;
- alcohol;
- illegal drugs;

Or any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. However, on the rare occasion a pupil refuses to be searched the school may choose to follow sanctions as set out in this policy. Before any search takes place, we will explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. Where possible parents will be informed prior to the search for prohibited items, however if this has not been possible we will notify them after the search. The parent will be told what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

All searches will follow DFE guidance: Searching, Screen and Confiscation, A Guidance for School July 2022

Any search for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Records will include;

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

11 Behaviour of Parents / Carers

Developing effective partnerships with our parents is an important part of our work at PGP and we welcome and encourage parents / carers to participate fully in the life of our school. So these partnerships can continue to flourish and progress, we remind parents that some behaviours are not acceptable, these include:

- Disruptive behaviour, which interferes with the running of the school in any way
- Use of loud, offensive language, swearing, cursing or displaying a temper
- Verbally or physically threatening a member of staff, Governor, visitor, fellow parent or pupil.
- Damaging school property
- Abusive or threatening texts/emails/voicemails/Dojo messages or any other form of written or verbal communication
- Offensive or derogatory comments regarding the school or any of the pupils/staff/parents at the school on any social media site
- The use of physical aggression towards another child or adult.
- Approaching someone else's child without the permission of the parent
- Smoking or consuming drugs or alcohol whilst on the premises
- Bringing a dog into the school grounds

If any parent has any concerns, they are able to talk to the class teacher or a senior member of staff so they can deal with anything in a fair and calm manner.

If any of the above behaviour is reported to the school, a senior member of staff will meet with the parent to discuss their behaviour and send a letter discussing the outcomes of the meeting. As it is an offence to cause a disturbance or nuisance on school premises, the school reserves the right to take necessary action to ensure members of the community are not subject to abuse. The school may prevent parents or carers from entering the school and/or contacting staff, and, in this situation, the parent will be responsible for organising alternative arrangements for their child to be collected.

11 Conclusion

Ultimately it is the child who chooses and is responsible for his/her actions. We work to make the right choices rewarding so that the resulting optimum environment is achieved for the benefit of all.

Review

All staff at PGP School are responsible for the implementation of the Behaviour Management Policy. This policy should be read in conjunction with the policies for:

- Anti-Bullying
- Restraint
- Child Protection
- Suspension and exclusion

The policy will be reviewed annually by the Senior Leadership Team (SLT) following consultation with the staff, children, governors, parents and carers.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

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