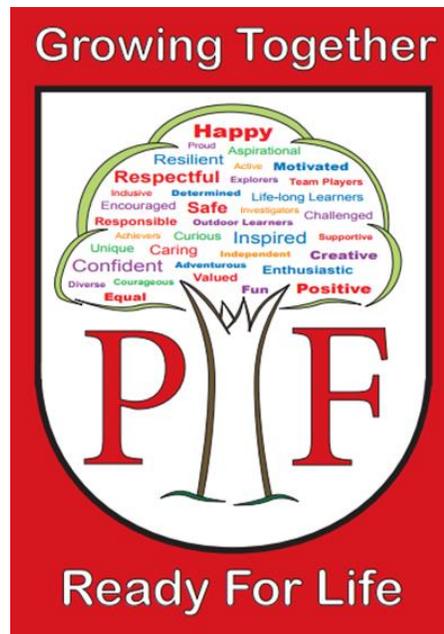




# Priors Field Primary School Behaviour Policy



To be read in conjunction with the following Policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Staff Behaviour Policy (Code of Conduct)
- Online Safety
- Health and Safety
- Educational Visits
- Governing Body's Written Statement of Behaviour Principles

Policy Date: **SPRING 2022**

Approved by: **FGB**

To be reviewed: **SPRING 2023**

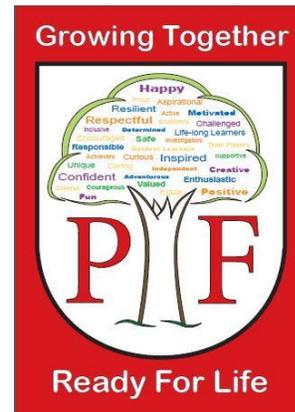


## **Introduction**

- Our Behaviour Policy has been written in collaboration with children, staff, parents and governors.
- This policy applies to all children and all members of staff - there should be the same respect shown for all children, teaching assistants, lunchtime supervisors, administrative staff, wraparound staff, cleaning staff, volunteers, as there is for teachers. Those members of staff are equally entitled to apply the rewards and sanctions listed in this policy.

## **Our Aims:**

This policy is written in the context of our school vision:  
(Appendix 4)



At Priors Field we aim to:

- create an environment in which our children feel safe, secure and respected
- enable children to develop a sense of worth, respect and tolerance
- encourage children to accept responsibility for their own actions
- help children to understand that aspirational behaviours are also known as rules and that rules are imposed in society
- address unwanted behaviours by using them as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time

## **We achieve our aims by:**

- The positive reinforcement of two key words in our vision: 'Respect' and 'Responsibility'.
- The adults in the school being good role models
- Valuing individuals, promoting positive attitudes, cooperation and self esteem
- Ensuring that our school community knows what constitutes excellent, acceptable and unacceptable behaviour
- Encouraging children to take responsibility for their own actions and decide how to put right mistakes they have made with their behaviour



### What is good behaviour at Priors Field?

There are some specific values within our vision tree which relate specifically to our behaviour expectations at Priors Field. We must **all** aspire to be:

- **Respectful**
- **Responsible**
- **Safe**
- **Caring**
- **Team players**
- **Supportive**
- **Inclusive**
- **Positive**

Having all of these elements in place of course contributes hugely to our aspirations of **equality** for all, to make all our children feel **valued** and ultimately **happy**.

When children make mistakes with their behaviour, these are the values which should be referred to in follow up discussions: they are all highlighted in red (our school colour) for ease of identification.

There can never be an exhaustive list of what does and does not constitute good behaviour, however, **Appendix 1** to this policy provides further guidance for staff on what is and isn't acceptable and **Appendix 2** summarises our 12 Rules for Online Safety.

For health and safety purposes there is also specific guidance for how to safely use the Adventure Playground (**Appendix 3**) which are displayed in the playground and for which children should have annual reminders.



## **Rewards and Incentives for Good Learning Behaviour**

- Positive praise given verbally, linked to the school vision
- Team points
- Headteacher Awards
- Vison Champion Certificates

## **Dealing with behaviour 'mistakes'**

- At Priors Field we believe that children make mistakes with their behaviour in the same way that they can make mistakes with their reading or their maths. As staff we need to support them to understand why they acted as they did and what the consequences of their actions were.
- We also emphasise the need for children to take responsibility for their actions, which means asking them to make a decision about how to put things right. This approach is sometimes referred to as 'restorative justice'.
- We aim for our children to feel safe and secure at all times which means that we deal calmly with situations and do not act in a way which will escalate high tension. If necessary we suggest children take some time out. It may sometimes be necessary to use a firm voice, but **we do not shout as a way of dealing with poor behaviour.**

## **Restorative questions when responding to challenging behaviour**

- What happened? (N.B. the difference from the accusatory 'I've just seen you ...' Or 'XXX tells me you've just ...')
- What were you thinking about at the time?
- What have been your thoughts since?
- Who was affected by what you did? In what way might they have been affected?
- What do you think needs to happen to make things right?

## **Steps to follow**

- When behaviour incidents are reported either by children, staff or parents where who was responsible for what is ambiguous, care must be taken to speak individually to all those who were either apparently involved or who saw what happened. Each person's account should be recorded. This approach will almost always make the details of what happened clearer and more accurate.
- All incidents are recorded on our online recording system, CPOMS.
- Children should always be encouraged to think of their own methods of reparation but may need some help with suggestions. If they can't think of anything suitable



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then the teacher can use their professional judgement to suggest a way of 'putting things right' such as writing letters, losing playtimes, making apologies etc.

- Depending on the incident, children must always be encouraged to suggest how to make things right but also depending on the incident some things may **have** to happen in addition to their own suggestions - for example staff may decide parents need to be contacted or that the child really should lose some playtime to reflect on what went wrong in the last playtime - again, staff need to use their professional judgement here.
- On a rare occasion when a child does not respond to a restorative discussion they will be given some thinking time. This might involve spending time with the Headteacher, Deputy Headteacher or a member of the senior leadership team as time-out.
- Sometimes behaviour mistakes are cumulative and whereas an isolated incident may not need to be passed onto parents, where a pattern emerges, parents do need to be informed if they haven't already -but this conversation needs to be one of mutual support -a talk around what can be done both at school and at home to support better behaviour choices from the child.
- It is accepted that some extreme behaviours such as causing serious injury to another child, to property or an adult or online bullying will need to escalate to the head teacher and parents straight away.
- In individual cases, where a child requires a great deal of extra support to manage their behaviour, a Pastoral Care Plan may be set up. For younger children this may include collecting e.g. marbles in a jar for good behaviour and when it is full, parents and head are informed. For older children the pot could be replaced by a chart or contract. Parents must **always** be involved when a Pastoral Care Plan or support system is required and at this point, the need for such a plan shouldn't be a shock to them because of previous good communication.
- Staff should avoid punishing the whole class because of the behaviour of one or two children or a small group.
- Helpers in school should be supported by staff - it should be made clear that in instances of poor behaviour/work, staff can be consulted immediately. Equally helpers are encouraged to report back good behaviour/work so staff can follow up with a reward if judged necessary.

### **Bullying**

See Anti Bullying Policy. All allegations of bullying should be recorded on CPOMS and acted upon, with outcomes reported back to SLT and those involved, both the child or parent who has made the allegation and the child who has done the bullying if proven.



### **Lunchtimes**

- All staff in all roles have the same expectations of children's behaviour throughout the day as outlined in this policy
- Although Lunchtime Supervisors are responsible for the children at lunchtime, other staff should support these staff with their duties, for example not turning a blind eye if children are not moving around school quietly and safely. Senior Leaders can always be consulted where Lunchtime Supervisors need support or have a query with regard to how to deal with a particular incident.
- Foundation and Key Stage One staff in particular need to ensure that children behave sensibly as they visit the toilet and move to the hall.
- Lunchtime supervisors must record instances of behaviour mistakes directly onto CPOMS. Where this is not possible due to time constraints or issues with technology, incidents should be reported verbally to the class teacher for them to report on CPOMS.

### **Equal Opportunities**

We understand that all children are individuals and all have the right to personalised behaviour management support. We ensure that all children are treated equally and fairly in accordance with this policy. We know that the Disability Discrimination Act applies when behaviour is the disability and that we have a duty to make reasonable adjustments to environments, policies and procedures to ensure the equality of opportunity to which we all aspire.

### **Parental Involvement**

We expect parents and carers to support the actions of the school but in order to gain their support, we must work in partnership by good communication:

- Sharing our behaviour policy and discussing any updates through Parents Forum
- Informing parents of any concerns that we have as early as necessary, as detailed above.
- Encouraging our parents to keep us informed of any behaviour issues they may be experiencing at home and of any traumas that may have occurred i.e. death of a family member, change in family circumstances as these may influence their child's behaviour.
- Encouraging parents to report back good behaviour/work so staff can follow up with a reward if judged necessary.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern continues, they



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should then contact the Headteacher or Deputy Headteacher. If these discussions cannot resolve the problem, parents or carers should refer to our formal [Complaints Policy](#) on our website.

### **The role of the Headteacher**

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, 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 has visibility over all behaviour records via the online reporting system, CPOMS. Incidents are monitored termly.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of governors**

- The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness - see 'The Governing Body's Written Statement of Behaviour Principles'.
- The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.
- The Headteacher must take this into account when making decisions about matters of behaviour.



### **Fixed-term and permanent exclusions**

The school follows both DFE regulations and Warwickshire guidance re suspensions and exclusions.

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the Headteacher (or the Acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

In the event an appeal is made against an exclusion, the governing body will convene a panel comprising at least three members to consider the appeal on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, any representation by parents/carers and the LA, and whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.



### **The Use of Reasonable Force**

The school follows the DFE's non statutory advice, 'Use of Reasonable Force', July 2013, 'reasonable' meaning 'using no more force that is need'. All members of staff have a legal power to use reasonable force (Section 93 Education and Inspections Act 2006).

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In school, force is used for two main purposes - to control pupils or to restrain them and the decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment.

In October 2019 the Headteacher, Deputy Head teacher and two additional members of staff were trained in 'Positive Handling' physical restraint techniques. The remainder of the teaching staff, plus key additional support staff also received this training in February 2021.

### **Monitoring and evaluation**

The Behaviour Policy will be reviewed and updated annually. The senior leadership team is responsible for monitoring the implementation of this policy. The governing body is responsible for evaluating the impact of this policy.



### **Appendix 1: Guidance for staff on basic expectations of children's behaviour:**

Members of staff should note that in addition to the obvious expectations of not hurting others, spitting, stealing, lying or being rude to staff we have further basic expectations of children's behaviour and will demonstrate the same courteous and safe behaviour ourselves.

These expectations are:

- To listen when others are speaking at all times.
- To walk around the school, including into school and out of school, keeping to path ways. (To ensure this is happening, there needs to be a good level of supervision at times of movement - coming into school, getting to the playground and back, leaving school). Children are encouraged to walk on the left on walkways both inside and outside school and should walk in single file through doorways.
- If an adult or child issues a greeting such as 'Good morning', the expectation is that there is a polite response.
- In response to the question 'how are you' or 'are you alright?', the answer should be 'yes, thank you' (not 'yeah')
- Children on messages, including the school office, should be encouraged to knock on a door before entering a room
- All members of the school community should be encouraged to hold doors open for one another.
- Children on messages should be encouraged to speak clearly and politely and answer politely
- Children performing in assemblies should be encouraged to speak clearly and confidently.
- **All** adults who work with the children should be called by their title and surname e.g. Mrs Palmer, and not by their first name.
- Children are expected to come into, sit and leave assembly in silence.
- All children must wear the correct uniform as stated [here](#). Adults are asked to be rigorous in ensuring that children are wearing the correct uniform. When children wear sun hats, they should be worn correctly (i.e. not with the peak at the back or the side). Jumpers should either be on or in drawers - not tied around children's middles.
- Children are expected to treat resources carefully and children (and adults!) are expected to leave their working environment tidy before they leave their working area.
- Children and staff should not sit on tables or any of the PE equipment in the hall when it is not in use.



## Appendix 2: 12 Rules for Online Safety

1. I will only use ICT in school for school purposes.
2. I will only open or delete my own files and I will not look at other people's files without their permission.
3. I will not tell other people my ICT passwords.
4. I will not bring files into school without permission.
5. I will ask permission from a member of staff/parent or guardian before using the Internet.
6. I will only e-mail with the permission of a member of staff/parent or guardian.
7. The messages I send, or information I upload, will always be polite and sensible. The forwarding of chain letters is not permitted.
8. I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.
9. I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any members of our school community.
10. I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless member of staff/parent/ guardian has given permission.
11. I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or member of staff has given me permission and I take a responsible adult with me.
12. If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a member of staff/parent/guardian.



**Appendix 3: Using the Adventure Playground Safely**

	<b>Dragonheart Fortress</b>	<p>Travel down the slide on your bottom only feet first.</p> <p>One child at a time on the slide</p> <p>Keep hands to yourself in the castle</p> <p>Climb <b>up</b> the climbing wall, one child a time</p> <p>Go <b>down</b> the pole, one child a time</p> <p>Tunnel – one child at a time</p>
	<b>Mound Olympus</b>	<p>Tunnel – one child at a time</p> <p>Walk or climb down from the top</p> <p>Only two children to stand on the top</p> <p>Keep hands to yourself</p>
	<b>Monkey Bars</b>	<p>Only use the bars if you can reach by yourself</p> <p>One child at a time</p> <p>Use only when dry (not when wet and slippery)</p> <p>Hang under the bars</p> <p>Hang from the bars by hands, not feet or legs</p>
	<b>Rainbow Shelter</b>	<p>Blackboard – only use chalk to write</p> <p>Role play games only</p> <p>Walk across decking</p>
	<b>Clatter Bridge</b>	<p>One child at a time, keep moving</p> <p>Walk only across clatter bridge</p>
	<b>Train</b>	<p>Safe role play</p> <p>Sit on carriage seats</p> <p>Stand in the carriages</p> <p>Two people per carriage</p>
	<b>Boat</b>	<p>Safe role play</p> <p>Standing only on the front and back</p> <p>Do not stand on the sides of the boat</p>



**Appendix 4: The Priors Field Vision**

