

PAULL PRIMARY SCHOOL

BEHAVIOUR POLICY 2019

At Paull Primary School we aim to provide a safe, secure and stimulating environment where all children feel cared for, supported and happy.

We aim to prepare children for adult life through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Our Aims

At Paull Primary School we aim to create a happy and caring environment where adults and children feel valued and supported and where children are provided with clear expectations of their behaviour and a framework which offers support and guidance.

We encourage all our children to understand that we expect the highest standards of behaviour from everyone at our school. The development of self-esteem, self-discipline and self-respect is key to our policy so that children understand that they are responsible for, and able to control, their own behaviour.

Our approach to behaviour management enables children to feel that they have a commitment to the school behaviour policy and a sense of 'ownership' of it.

In school we further enhance a caring ethos by the use of Circle Time, Assemblies, Pupil responsibilities and PSED throughout the school, which provides a positive context to encourage good behaviour.

The school uses 'dojos' (<https://www.classdojo.com/en-gb/>) in the classrooms and children are rewarded for 'doing the right thing'. This system is also available for parents to see how their child is progressing and the reasons they are receiving 'dojos.' The school has a prize cabinet, where children can redeem their dojos for prizes. The children are able to do this in the first two weeks each half term.

A child who goes above and beyond with a particular piece of learning or an activity may be awarded a 5 Star special dojo. The parents are informed of this on dojo and the child receives 5 dojos and a certificate.

All staff can reward children with 'dojos'.

The school has 'Reward Time' each half term. If a child receives a C3 or B3 they lose 5 minutes off their Reward Time. Reward Time is where the children select a learning activity from those on offer by the staff. It gives the child an opportunity to explore a different activity outside of the classroom practice.

If a child receives no warnings through the entire week, they are given 10 dojos.

By using the language of 'choice' we feel we promote self-management of behaviour and enable some reflection of the behavioural choices that exist.

See appendix: *The language of choice – 3 steps to success.*

Rights and Responsibilities of members of the school community

We believe all children and adults connected with the school have certain rights and also a set of responsibilities. These allow them to fulfil their role within the school.

We expect our staff to:

- have high expectations of the children in terms of their relationships, choices and behaviour
- praise publicly, making explicit why: what rule they have followed or what choice they have made.
- have a consistent approach to behaviour and consequences
- give clear instructions that can be understood by all
- treat everyone fairly, with respect and understanding
- provide a calm, safe environment where strong relationships can be built and everyone feels a sense of belonging.
- communicate with the parents at earliest opportunity about social and emotional behaviour, both positive and negative.

We expect our children to follow three rules:-

1. We follow instructions.
2. We use positive language.
3. We keep control of our hands, feet and objects.

We expect our parents to:

- make the class teacher aware of any concerns or problems that might affect their child's work or behaviour
- support the school's policies and guidelines for behaviour support their child in home learning

Consequences

Positive consequences

Each teacher and class develops their own systems of rewards and praise, based on the overall principles set out in this policy. Classes will discuss and decide upon their individual group and class rewards to promote positive behaviour through the giving of dojos and responsibilities ... etc.

Negative consequences

Pupils start with a 'clean slate' for each morning session (before and after break) and each afternoon sessions (before and after break).

We have a series of consequences if a child breaks a rule:	
Classroom warning system	
<p>C1 Warning – up to 10 minutes and could be moved away from group (seating position) or up to 10 minutes missed playtime. <i>A child may 'earn back' the C1 if they correct their behaviour and demonstrate a positive attitude to learning and the lesson.</i> <i>If you have already had a C1 in the lesson and earned it back you are not able to earn another C1 back.</i> <i>C1 – not following instructions in class...</i></p>	Recorded in class
<p>C2 Warning - move to another class or designated room for a minimum of 15 minutes plus reflection time of a minimum of 15 minutes at playtime. <i>C2 – not following instructions in class... repeating C1 behaviours.</i> <i>(If the child is not compliant to the instructions – C4)</i></p>	Logged in system
<p>C3 Warning - move to another class or designated room for a minimum of 15 minutes plus reflection time and a follow up meeting with the Teacher (SLT to be made aware by Teacher) for a minimum of 15 minutes at playtime. <i>C3 – deliberate verbal or physical actions which have an impact on another child's learning or well-being. (Hitting, name calling ...etc.)</i> <i>Loss of 5 minutes from Reward Time and parents informed.</i></p>	Logged in system
<p>C4 Warning – SLT and parents informed – another class or calm down room for rest of session plus reflection time – lunch time and playtimes missed (decided by SLT) Sanction will be discussed in the Senior Leadership Team, so they are standardised and fully investigated. <i>At least the loss of 15 minutes from Reward Time.</i></p>	Logged in system

Break time and Lunchtime Warning System	
<p>B1 Warning – up to 10 minutes away from group or by the wall (no communication with peers) Child to go to the wall when asked so that staff can investigate the incident with the children apart.</p>	Recorded by duty adult – inform class teacher.
<p>B2 Warning – child sent indoors to the staffroom / office and wait to speak with a different member of staff and given a minimum of 15 minutes off playtime. <i>B2 – not following instructions on the playground / field / play area ... repeating B1 behaviours.</i> <i>(If the child is not compliant to the instructions – B4)</i> <i>Loss of 5 minutes from Reward Time.</i></p>	Logged in system
<p>B3 Warning – removal from the playground - child sent indoors to the staffroom / office and wait to speak with their class teacher</p>	Logged in system

<p>(SLT to be made aware by Teacher) and given a minimum of 15 minutes off playtime.</p> <p>B3 – deliberate verbal or physical actions which have an impact on another child’s learning or well-being. (Hitting, name calling ...etc.)</p> <p><i>Loss of 5 minutes from Reward Time and parents informed.</i></p>	
<p>B4 warning – SLT and parents informed – calm down room for rest of break time plus reflection time – other lunch time and playtimes missed (decided by SLT)</p> <p>Sanction will be discussed in the Senior Leadership Team, so they are standardised and fully investigated.</p> <p><i>At least the loss of 15 minutes from Reward Time.</i></p>	<p>Logged in system</p>

Some behaviours are deemed to be more serious such as:

- Deliberate acts of violence towards other children or adults.
- Disrespectful or inappropriate language towards children or adults.
- Deliberate acts of vandalism towards the school or property in the school, including that belonging to other children.

In such cases the early warnings are by-passed to warning C3 or B3 depending upon severity.

Children who receive a B4 or C4 may lose a privilege such as; attending a trip, representing the school at a sports event, working with a guest speaker, seeing an internal performance or a guest company putting on a show.

Parents may also be contacted if warnings become regular or frequent in order to give children, their families and school the opportunity to work together towards a solution.

Persistent B4 warnings may result in a pupil having to spend lunchtimes at home.

We recognise that for some children with Special Educational Needs (SEN) that the above system would be inappropriate. In such cases Individual Behaviour Programs (IBP) will be drawn up, and communicated to all staff.

If necessary, outside agencies will be contacted to offer support and advice to school staff and parent(s)/carer(s). These could include the LEA Behaviour Support Team, Educational Psychologist and SENSS.

Persistent offending may result in a child having to work in isolation, away from other children. If children are affected adversely by events, the school will contact the parents and discuss the child being removed from the situation by taking the child home so that they can be helped to calm down and recover.

In the case of severe behaviour problems the school will involve the Governing Body and the Local Authority. The procedures laid down in the DCSF Social Inclusion guidelines on Pupil Support will be rigorously adhered to and parents will be informed of their statutory rights. Exclusions will be considered in extreme cases.

Where incidents occur that involve any type of face to face bullying or cyber bullying, sanctions detailed in this behaviour policy may be implemented.

Any form of bullying is dealt with in line with the school’s Anti Bullying Policy.

In the case of racial abuse or homophobic abuse a report may be made to the authority.

Classroom Behaviour Strategies

Teachers have a range of acceptable strategies to gain whole class attention, such as:

EYFS: Stop and put your eyes on me. Clapping and children echoing the rhythm.
KS1 & 2: Hold hands open in front of body. 1 – 2 – 3 eyes to me. Clapping and children echoing the rhythm.
Outside or whole school - Hand(s) in air. – Thank you for stopping. Put your eyes on me. Clapping and children echoing the rhythm.

Safety

The safety of children is paramount in all situations. If a child’s behaviour endangers the safety of others, the child will be removed from the classroom. If this is not possible then the class will be moved away to a safer location. Staff will only use positive handling to prevent injury to another child or if the child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the positive handling of children.

Monitoring

The headteacher monitors the effectiveness of the policy on a regular basis and reports to the governing body. The governing body is responsible for setting down these guidelines and of reviewing their effectiveness and for supporting the headteacher in carrying them out.

Details of significant incidents are logged on to the School Incidents Log System. Lunch time supervisor’s log details of lunch time incidents in Lunchtime Books.

This Policy will be reviewed Summer 2020 or earlier if deemed necessary.

Signed (Head) Dated.....

Signed (Chair of Governors) Dated

Appendix: The Language of Choice – 3 Steps to Success

Step 1 - Statement of reality (tell them what you see)

Ricky, you're climbing over the fence.

or Ricky, The instruction was to put your eyes on me

Never ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

Ricky, you need to collect the ball by using the gate – thank you.

Ricky, the instruction was to put your eyes on me – thank you

Rather than starting or ending your statement with **please**, use a **thank you** instead.

A thank you carries more of an **expectation** that they will do as you have asked them to do.

Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.

Ricky, if you do not put your eyes on me you will get a warning. It's your choice

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

Well done Ricky, you made the right choice.

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice! Remember to give take up time. Walk

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourselves, which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.