



Paganel Primary School

Behaviour Policy

Why?

The Department for Education (Behaviour and Discipline in Schools – Advice for Headteachers and School Staff January 2016) advises all schools to have a strong behaviour policy, including rewards and sanctions to support staff in managing children's behaviour. They also advise (Mental Health and Behaviour in Schools November 2018) that schools need to provide structured environments with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.

This behaviour policy endeavours to encompass the advice above and in addition is based on the principles of:

- Safety for all in the school community.
- The United Nation Rights of the Child.
- The Equality Act 2010.

We believe that everyone within the school community has the right to be safe and respected. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and local community. Under the Equality Act, schools have a duty to make "reasonable adjustments" for pupils with disabilities, in addition to this an individualised graduated response will be taken when behavioural issues might be a result of educational, mental health, other needs or vulnerabilities (As recommended by DfE November 2018). Therefore, please note that some of our children may fall outside of this policy because they have specific difficulties. If this is the case the school will seek the advice of the Inclusion Leader and other specialists in order to ensure an appropriate behaviour plan, if needed, is in place.

This behaviour policy is developed to outline the school's behaviour expectations and the strategies all staff will utilise in order to support the children with displaying positive behaviour when in school - as we acknowledge that good standards of behaviour are needed for children to learn effectively. The procedures and guidance in this document provides a consistent approach across the school and enables children, parents and staff to understand our approaches to the management of behaviour in school.

What?

At Paganel Primary School we are committed to taking a non-judgemental, curious and holistic approach to supporting our pupils with their behaviour. All adults in school recognise that behaviour is a form of communication and will focus on the thoughts and feelings that may have driven certain behaviour, rather than the behaviour itself. We regard children with behaviour difficulties as vulnerable and will do all we can to explore this vulnerability and provide appropriate support. We recognise the importance of having clear rules, routines and structures to support our children in feeling safe when they are at school – as part of this the school has '5 Golden Rules' that all children are explicitly taught and are modelled throughout the school day. These rules reflect the school's core values, Reflect, Enquire and Persevere.

The 'golden' rules are as follows:

1. Be a good friend and treat all people politely.
2. Always try your very best.
3. Be a good team player.
4. Take care of everything.
5. Always tell the truth.

Each class will develop their own class agreements based on the '5 Golden Rules' at the start of the academic year to ensure that pupils have good understanding and ownership of the school's expectations.

The school utilises the restorative approach to dealing with behaviour incidents and will ask children questions to uncover what children's thoughts and feelings were at the time of an incident, staff will make every effort to understand what the child's unmet needs are and then work in conjunction with the child/children to repair the situation and move forward in a positive fashion as we understand that the behaviour that we can see will often be the child's way of communicating their unmet needs.

The following questions will be asked during a restorative conversation (this conversation will happen following the child being given enough time and space to be ready to engage effectively in the exercise):

What happened?

What were you thinking at the time?

What were you feeling at the time?

What needs to happen to put things right?

How can you make sure it doesn't happen again?

How?

At Paganel Primary School our emphasis is on noticing and rewarding positive and respectful behaviours. Throughout the school the zone board and house points will be used to acknowledge and reward positive learning behaviour. Please see Appendix 1 for list of agreed behaviours for moving up and down the zone board.

The zone board will be used as follows:

- Children will move up and down the zone board within the colour bandings.
- All children will start on green first thing in the morning and again first thing in the afternoon.
*Some children may need to be reset more regularly – class teachers to implement this if they think this is necessary.
- When children move to silver they will be awarded a silver sticker and will be given 5 house points.
- When children move to gold they will be awarded a gold sticker and a raffle ticket which will lead to them being entered into a daily (EYFS and KS1) or weekly (KS2) prize draw in classes.
- Prior to moving down the zone board children will be given a verbal warning and proximity praise will be utilised to ensure the pupils have the opportunity to get their behaviour back in line with class expectations. If this doesn't work children will then move to Amber.

AMBER

Children will move down the zone board to amber for demonstrating disrespect to staff or another pupil following one verbal warning – examples of this would include; shouting out, not following instructions, being rude etc... If the children persist with this behaviour they should move to...

RED

- Children who have continued with their disrespectful behaviour will be moved to red.
- If a child is moved to red this should be recorded on my concern by a class teacher or class TA.



- Parents must be informed of the incident(s).
- When appropriate a restorative conversation should take place either 1:1 or with the whole class (class teachers should decide when it is appropriate for this conversation to take place).

Straight to red

- Children should be moved straight to red for the following reasons:

Causing physical harm (Kicking, throwing, punching etc...)

Verbal abuse including swearing, racism, homophobic references.

- If children move straight to red they should be sent to the phase leader/AHT for time out of class (time must be appropriate to child's chronological age +1) – the child will return to class after the time out.
- These incidents must be recorded on my concern by class teacher, class TA or SLT.
- Parents should be informed of the incident.
- Restorative conversation should take place at an appropriate time.

*Incidents of an extreme nature should be referred straight to BG/VS/SW.

-For guidance of how to use my concern please see Appendix 2.

At the end of every half term there will be a behaviour event (celebration) for individual pupils selected from each class to celebrate the positive behaviour choices they have made during the half term. Children's behaviour will also be celebrated in celebration assemblies on Fridays.

Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

To support children who encounter difficulties with their behaviour, the school will use individual behaviour plans. These will involve the child working with a member of staff to create a plan which contains ideas for helping them to regulate their behaviours. These will be shared with class teachers and parents so there is a shared understanding of how their behaviour will be supported when in school. These will be reviewed regularly and amended as appropriate.

Who?

Key roles and responsibilities:

Individual/Group:	Responsibilities:
All staff	-All members of staff are responsible for supporting the needs of children across the school. -Where a child is seen to be having difficulties they should be treated with respect and understanding.

	<ul style="list-style-type: none"> -All members of staff should use restorative practices when dealing with a behaviour incident – practice such as shouting and shaming pupils is discouraged. -Staff will always endeavour to have private discussions with pupils in order to help support any issues that are arising. -All staff will use the key principles outlined in this policy to support the needs of all our pupils. -All staff will record any incidents on my concern to ensure accurate records about behaviour are kept.
Teachers	<ul style="list-style-type: none"> -Ensure parents are contacted when: a child is having ongoing issues or there has been a 'one off' significant issue. Where possible the teacher should do this in order to have the ongoing dialogue with a child's parents or carers. On some occasions a member of SLT or the learning mentor will liaise with parents if the situation warrants the need for this response.
Learning mentor	<ul style="list-style-type: none"> -Provide specific support for the children experiencing any difficulties, whether this is an ongoing need or a short term difficulty a child may be having. -Provide support for pupils in class, at break and at lunchtimes. -Supports staff with managing the behaviour needs of the pupils in their class. -Supports with ensuring all reporting of incidents are up to date. -Create and manage childrens IBPs to support them in managing and regulating their behaviour.
Deputy Head Teacher (Behaviour)	<ul style="list-style-type: none"> -Lead the ethos of this policy. -Ensures the policy is implemented effectively. -Ensures effective training for staff. -Oversees the specific needs of pupils across the school. -Provides support to staff, pupils and parents as necessary. -Links with outside agencies to offer additional services. -Ensures that all tracking and reporting of incidents and additional needs are up to date.
Head teacher	<ul style="list-style-type: none"> -Leads the ethos of this policy. -Is the only person authorised to exclude a child.
Parents	<ul style="list-style-type: none"> -Inform the school of any concerns (class teacher – phase leaders – AHT – DHT – Head teacher) -Have an open dialogue with the school. -Supporting the school when needing to get further support (e.g. from outside agencies).
Governors	<ul style="list-style-type: none"> -Setting down these general guidelines on policy and subsequently reviewing the effectiveness of this documentation. -Duty to consider parents' representations about an exclusion.

This policy should be used in conjunction with the schools:

-Anti-bullying policy.

-Equality policy.

Behaviour Policy - Appendix 1

Agreed behaviours for moving up the zone board/rewarded with house points:

Good looking

Good listening

Good sitting

Good effort

Good attitude

Supporting and helping others

Successful completion of tasks

Working hard towards a learning goal

Following instructions

Good manners

Good SLANT

Effort with handwriting

Following the 5 Golden Rules

Team work

Being on task

Positive contribution

Being responsible

Being ready to learn

Demonstrating the schools 3 core values – Respect, Enquiry and Perseverance

Making good progress in learning

Being a good role model

Moving around the school in an appropriate manner

Positive behaviour in assembly

Utilising strategies for independent learning

Agreed behaviours for moving down the zone board (in addition to those outlined in the policy):

Swearing

Continuous not on task

Tapping

Not respecting school property

Shouting out

Answering back

Shrugging

Eye rolling

Throwing themselves on the floor

Rude gestures

Exiting classrooms (unless previously agreed on IBP or behaviour reward chart)

Wondering round the classroom

Agreed behaviours for moving straight to red (in addition to those outlined in the policy):

Work refusal

Disrespectful

Inappropriate religious or cultural references

Physical aggression

Extreme damage

Spitting

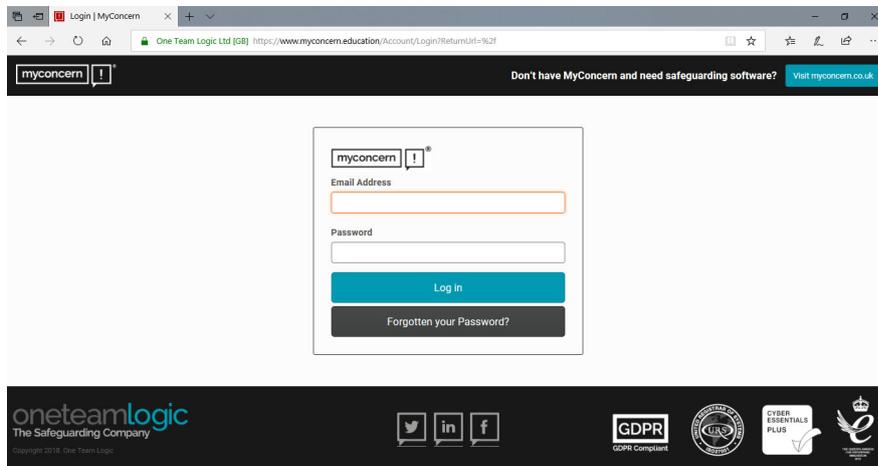
Biting

Behaviour Policy - Appendix 2

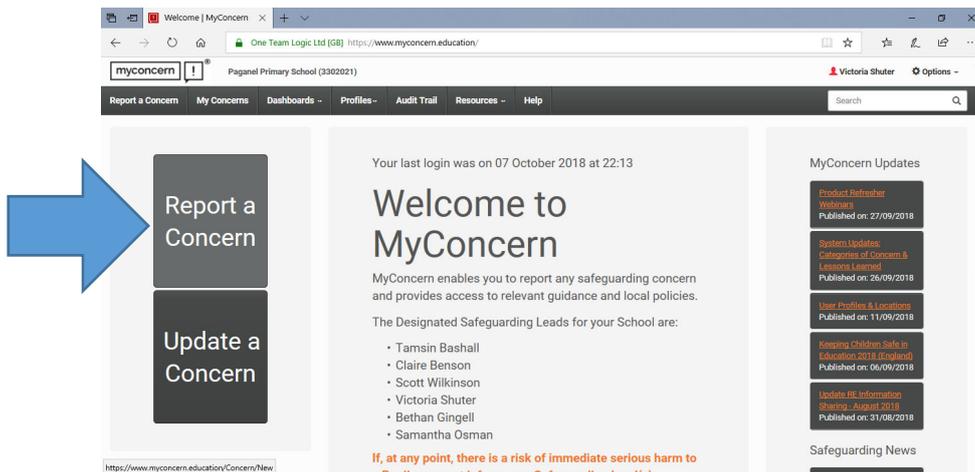
Reporting Behaviour Incidents – My Concern

Please find below the step by step guide for recording behaviour incidents on My Concern – behaviour incidents to be recorded in accordance with the sanctions section of the behaviour policy.

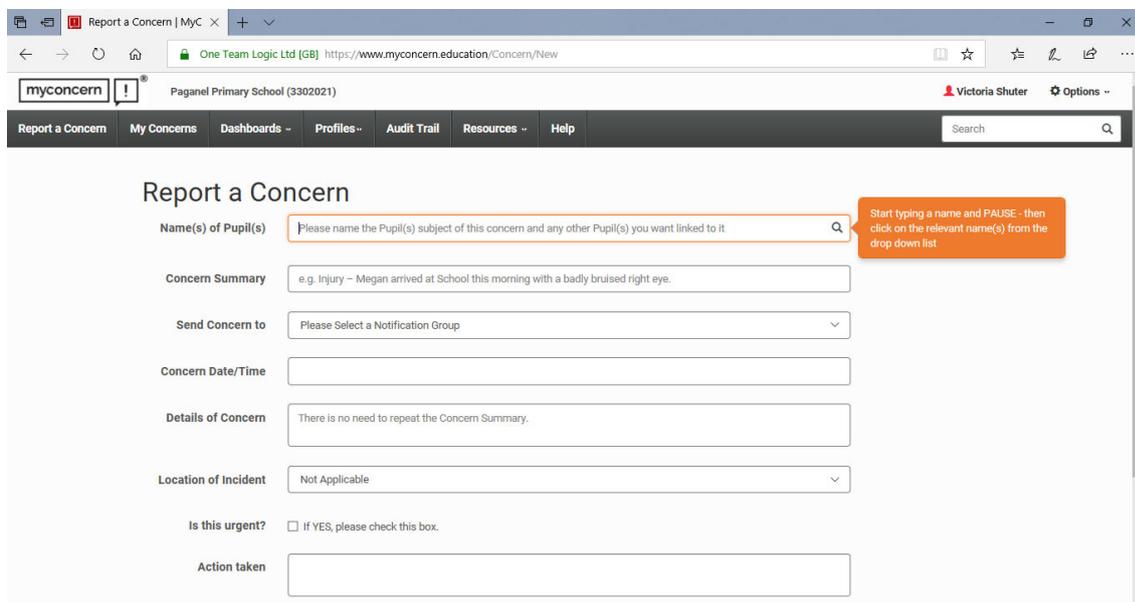
1). Login to My Concern using normal username and password.



2). Select report a concern on the homepage.



3). Enter names of pupil or pupils involved, concern summary, concern date/time, details of concern etc...



4). In the box labelled 'Send concern to' select 'Behaviour' from the list on the drop down menu.

Report a Concern | MyC x +

One Team Logic Ltd [GB] https://www.myconcern.education/Concern/New

myconcern Paganel Primary School (3302021) Victoria Shuter Options

Report a Concern My Concerns Dashboards Profiles Audit Trail Resources Help Search

Report a Concern

Name(s) of Pupil(s)

Concern Summary

Send Concern to

- Please Select a Notification Group
- Designated Safeguarding Lead(s) - Group
- ATTENDANCE
- BEHAVIOUR
- DSL
- All DSL Staff
- SEN

Concern Date/Time

Details of Concern

Location of Incident

Is this urgent? If YES, please check this box.

Action taken

Please select the DSL Group responsible for managing your safeguarding concerns - if you do not select a DSL Group, your concern will be sent to the DSLs with overall safeguarding responsibilities

5). The behaviour incident will be sent to VS and SW for analysis. VS and SW will assign behaviour categories to the incidents reported.

My Story (Positive Behaviour Support):

September – July



<p><u>My difficult situation</u></p>	<p><u>Behaviours I might display:</u></p> <p>Early Warning Signs:</p> <p>If the early warning signs are not noticed I may:</p>
<p><u>What you can do to avoid this difficult situation</u></p>	<p><u>What can you do if I display challenging behaviour</u></p> <p>When I am showing early warning signs:</p> <p>If the situation has escalated:</p> <p>Afterwards:</p>

Targets:

<p>Things I find difficult</p> 	<p>My Targets</p> 	<p>What do I need to do?</p> 	<p>Who is going to help me and when?</p> 	<p>How did I do?</p> 

Parent/Carer Signature Date

Teacher Date

Pupil Date