



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 consequences 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/children 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?

When working with pairs or larger groups of children the school will use the restorative conversation framework outlined above to support the children to solve problems and repair harm caused, the school may also utilise restorative contracts to agree behaviours to ensure the same issues do not arise again (please see Appendix 7 for an example of a restorative contract).

How?

The flow chart below explains the school's approach to behaviour management, please follow the flow chart for a detailed outline of how behaviour will be responded to at Paganel Primary School.

Daily initiative for positive behaviour:

-Verbal praise to be used.

Zone board of green, silver and gold to be used.

Children should be moved up the zone board for the following reasons:

-Displaying the school's core values – respect, enquire, persevere.

-Displaying the school's golden rules e.g. treating others with kindness, being polite, being a good team player.

-Demonstrating growth mind set.

-There may be other positive reasons that would also result in the children moving up the zone board – see Appendix 1 for suggestions.

-If children get to gold they will be awarded a golden ticket, to put into the weekly prize draw (children have been asked what prizes they would like and these have been purchased accordingly).

-Children will be re-set on the zone board every morning and after lunch (re-set can happen more regularly if required – this will be decided by the class teacher).

-Children will move up and down the zone board within the colour bandings.

Additional initiatives to encourage positive behaviour choices:

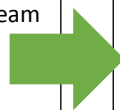
-**Praise Pads** - To communicate to parents when good behaviours, choices, effort, attitude etc...have been observed each day.

-**Enrichment time Friday afternoon** – Good behaviour choices across a week will result in inclusion in enrichment activities linked to the curriculum offer (pastoral team will make arrangements for those disqualified from this to complete reflection activities to allow time and discussion around choices made and how to develop behaviour more positively in the future).

-**House points** – House points will only be used outside of the classroom (in assembly, in the corridor, at break and lunch time, for effort on homework etc...), pupils will be given house point tokens at these times. When given a token the children will record a tally mark on their house display and then give the token into their teacher. House points will be counted each week and the weekly cup awarded to the best performing house, the house that wins each week will receive a point. At the end of the term members of the house with the most points will attend the reward. (Further points will also be awarded through half termly house competitions e.g. singing, dancing and sports events). The termly rewards for the best performing house will be events such as a cinema afternoon.

-**Behaviour tea party** – Every term there will be a behaviour tea party, children will be nominated by adults in school (not just class teachers) to attend based on making consistently good choices over the course of a term. Parents will be invited to share achievements. This will also be celebrated in assembly.

-**Behaviour trip** – At the end of the academic year all children who were invited to the behaviour tea party will also get to go on a behaviour trip, this will involve a trip to places such as Drayton Manor to celebrate the children making consistently good behaviour choices throughout the year.





Negative behaviour choices:

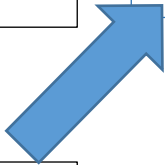
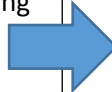
-Prior to action being taken where negative behaviour choices are displayed the following actions should be employed:

- Use of positive, proximity praise.
- One verbal warning.

Time out in class (in particular area of classroom).

If class teachers feel the child would benefit from a short time out from class, buddy classes should be utilised. Children should only be out of class for an age appropriate amount of time (chronological age plus one minute).

*Please see Appendix 4 for list of buddy classes.



Negative behaviour choices continue:

-Yellow Card issued – This is a formal warning that behaviour is unacceptable.

-If behaviour continues – Second yellow card issued.

-Examples of yellow card behaviour: shouting out, getting out chairs without permission, rudeness to staff or other children, refusal to work etc...

-If a child has more than 6 yellow cards (3x Two yellow cards being issued) they will miss enrichment activities for the week, class teacher to inform phase leaders to contact parents to discuss behaviour and missing enrichment.

Consequence:

-If a second yellow card is issued the child will spend 15 minutes of lunchtime in the reflection space – to be brought to reflection room by class teacher. Children to be signed in to reflection room register.

-Child will participate in a restorative conversation with the member of staff on duty.

-Child will complete an appropriate reflection activity and they will also complete any work that has not been completed in class to ensure that learning is completed (See Appendix 6 for example of reflection activity).

-Slip will be completed by staff member on reflection room duty to inform class teachers of action taken in reflection space and any other key information.



Negative behaviour choices continue or more serious incident:

-Red card can be issued for continued negative choices following issuing of yellow cards or more serious incidents such as swearing, racial language, leaving the classroom without permission, refusal to enter the classroom, physical aggression or damage to school property etc..

-When red card is issued parents will be informed either by phone call or spoken to after school – a standard formal letter informing them about this will also be issued.

-2 red cards being issued across a week will mean that child misses enrichment activities for the week, class teacher to inform phase leaders to contact parents to discuss behaviour and missing enrichment.

-When a red card is issued this should be logged on my concern.

Consequence:

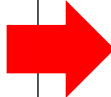
-If a red card is issued the child will spend at least 30minutes of lunchtime in the reflection space – this timing/number of days to attend may increase depending on the seriousness of the incident – SLT to decide on this. Children to be brought to reflection room by class teacher. Children to be signed in to reflection room register.

-Child will participate in a restorative conversation with the member of staff on duty.

-Child will complete an appropriate reflection activity and they will also complete any work that has not been completed in class to ensure that learning is completed (See Appendix 6 for example of reflection activity).

-If a member of SLT/SMT/pastoral team deal with the red card incident directly class teachers will be informed by a behaviour slip of action taken and consequence given.

-If required, a slip will be completed by staff member in reflection room to inform class teachers of any additional action taken in reflection space and any other key information.



For further detail on behaviour that may warrant yellow or red cards please see Appendix 1 of the behaviour policy.

Red Hand

-If a red hand is used and a member of SLT or the pastoral team deal with an incident, the child will return to class with a behaviour slip outlining what action has been taken and what consequence will be observed to ensure adults in class are aware of how the incident has been dealt with.

Further consequences:

- If a child has more than 6 red cards in a half term parents will be invited in to school for a formal meeting to discuss behaviour with the SLT and the child's class teacher.
- Child will be placed on a weekly behaviour report that will be monitored by SLT (See Appendix 5).
- Report will be discussed with parents either by phone or in person by SLT once a week.
- Child will be on weekly report for two weeks.

Further consequences continued:

- If a child gets a further red card the child will be placed on daily behaviour report (See Appendix 5).
- This report will be monitored by SLT, SLT will communicate with parents at least one a week.
- An IBP will be developed for child to support with managing behaviour, this will be created by LM and child, and will be shared with CT and parents/carers.

Incidents of an extreme nature should be reported immediately to SLT, SW or SO – where appropriate more serious consequences will be applied such as internal and fixed term exclusions. If a child is excluded please see Appendix 7 for the re-integration procedure.

See Appendix 2 of the behaviour policy for how to report incidents on My Concern.

The staff at Paganel Primary School will also endeavour to develop pupils understanding of behaviour through the use of Peace Circles in which key issues will be discussed by classes (please see the school's restorative policy for more information on Peace Circles).

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, staff must be approachable and there to help and children must understand this. Staff are expected to work closely together to improve pupil's behaviour, appropriate adult behaviour can serve to de-escalate a situation so it is vital for staff to work together to facilitate de-escalation as quickly as possible, a change in personnel or alternative strategies may be employed when required. 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.

If required several staff in school are trained in team teach procedures, however physical intervention is seen as an absolute last resort and will only be used if reasonable, proportionate and absolutely necessary.

Who?

Key roles and responsibilities:

Individual/Group:	Responsibilities:
All staff	<ul style="list-style-type: none">-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.-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.
New Staff	<ul style="list-style-type: none">-Will receive guidance on the behaviour policy and restorative practice as part of their induction.-Request further support if needed to adhere to the practice and procedure outlined in this policy.
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 children's IBPs to support them in managing and regulating their behaviour.-Ensure all relevant parties are informed of the content of the IBPs – child, parent, class teacher (SLT if required).
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.-Monitors behaviour every half term by analysing relevant data (such as that recorded on My Concern) to identify key trends and issues that need to be addressed in the area of behaviour.
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.
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This policy should be used in conjunction with the schools:

-Anti-bullying policy.

-Restorative Practice Policy.

-Equality policy.

-Positive handling policy.

Behaviour Policy - Appendix 1

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

- Demonstrating the schools 3 core values – Respect, Enquiry and Perseverance
- Following the 5 Golden Rules
- 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
- Team work
- Being on task
- Positive contribution
- Being responsible
- Being ready to learn
- Making good progress in learning
- Being a good role model
- Utilising strategies for independent learning

Agreed behaviours for moving down the zone board and being issued yellow/red cards (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

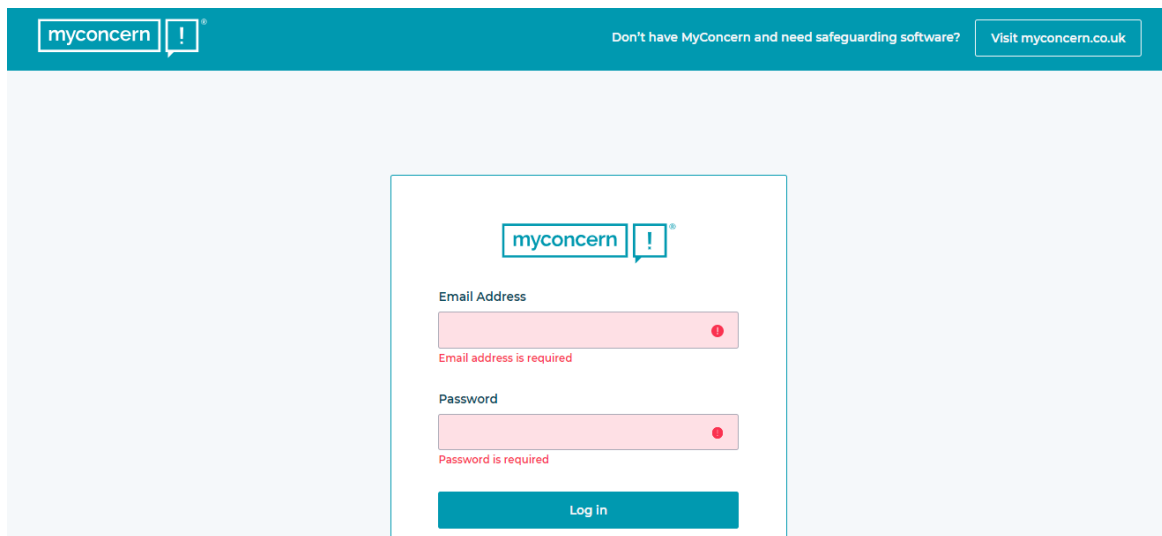
Agreed behaviours for moving straight to red (in addition to those outlined in the policy):

- Work refusal
- Disrespectful
- Inappropriate religious or cultural references
- Physical aggression
- Extreme damage
- Spitting
- Biting

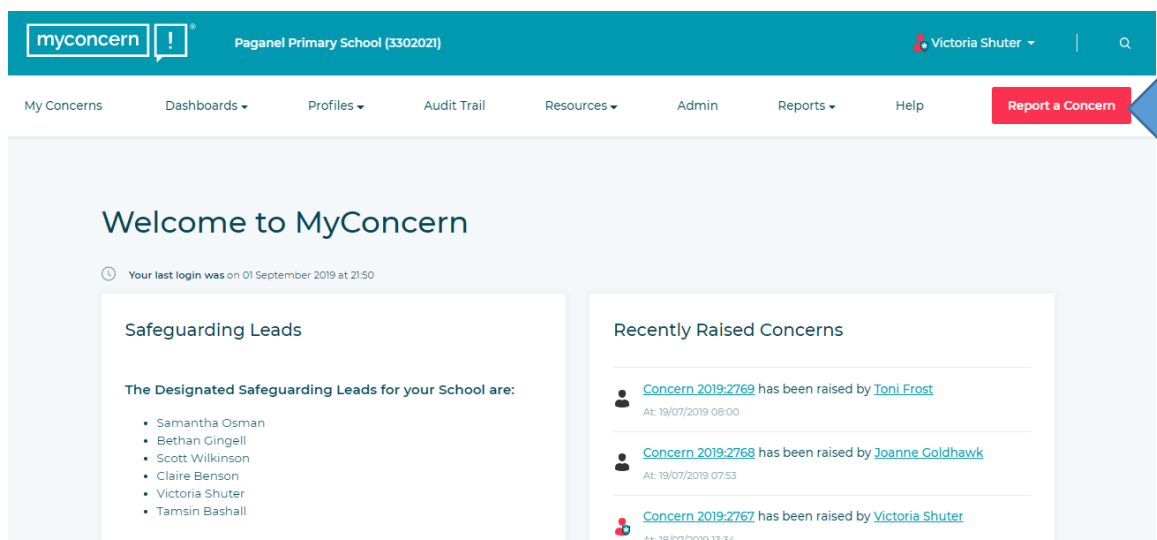
Reporting Behaviour Incidents – My Concern

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.

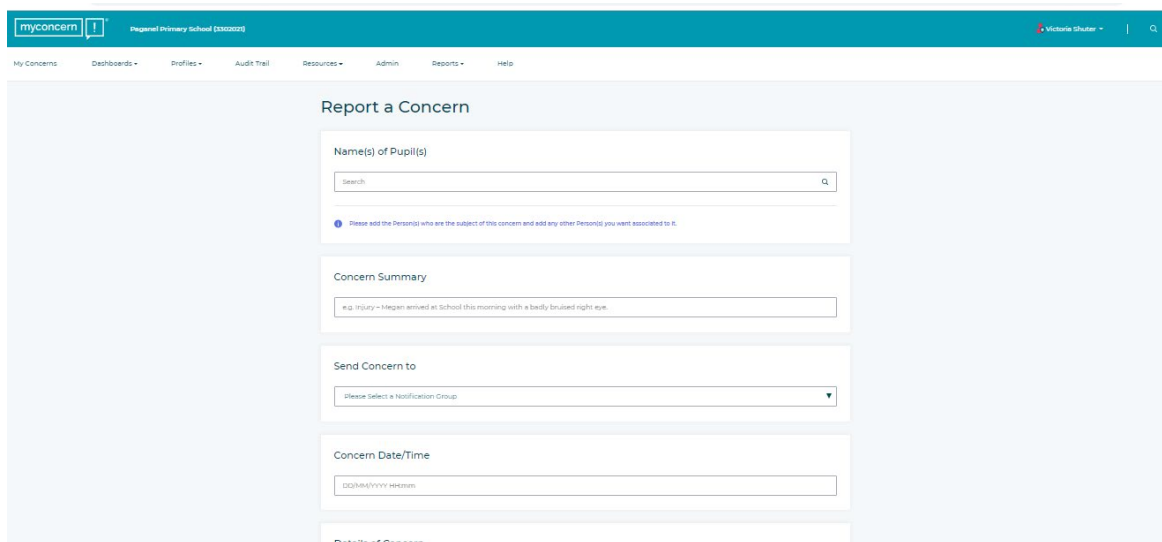
- 1). Go to My Concern website - www.myconcern.education.
- 2). Login to My Concern using normal username and password.



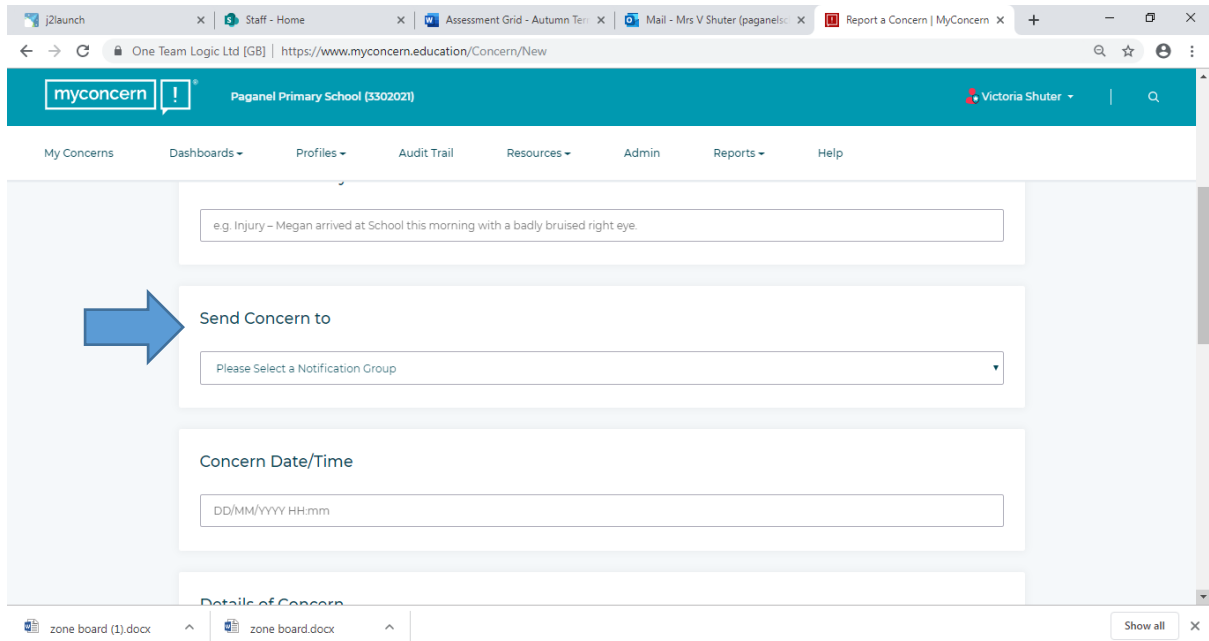
- 2). Select report a concern on the homepage.



- 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.



The screenshot shows the 'myconcern' web application interface for Paganel Primary School. The page is titled 'Report a Concern | MyConcern'. The main content area contains a form with several sections:

- A text input field with the placeholder text: "e.g. Injury - Megan arrived at School this morning with a badly bruised right eye."
- A section titled "Send Concern to" with a dropdown menu. A blue arrow points to this dropdown menu, which currently displays "Please Select a Notification Group".
- A section titled "Concern Date/Time" with a text input field containing the placeholder "DD/MM/YYYY HH:mm".
- A section titled "Details of Concern" which is partially visible at the bottom.

The browser's address bar shows the URL "https://www.myconcern.education/Concern/New". The user's name "Victoria Shuter" is visible in the top right corner. The bottom of the screen shows a taskbar with two document windows titled "zone board (1).docx" and "zone board.docx".

5). The behaviour incident will be sent to SLT/SW/SO who 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

Appendix 4 - Behaviour Buddy Classes

*Children will be sent to the buddy class for an age-appropriate period of time (chronological age plus 1 minute)

Reception and Year 1 (RA and 1A/RB and 1B)

Year 2 – Children to be sent to the other Year 2 class (2A and 2B)

Year 3 and Year 4 (3A and 4A/3B and 4B)

Year 5 and Year 6 (5A and 6A/5B and 6B)



Paganel Primary School Behaviour Report Card

Name:		Wk Beg:	
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Target 1:	
Target 2:	
Target 3:	

Day	Session 1	Session 2	Playtime	Session 3	Lunch	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							



Paganel Primary School Behaviour Report Card

Name:		Date	
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Target 1:	
Target 2:	
Target 3:	

Session 1	
Session 2	
Playtime	
Session 3	
Lunch	
Session 4	
Session 5	

1.

What happened? Write or draw what happened



2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.

How did it make you feel? Draw your facial expression



3.

What have your thoughts been since the incident? Write them in the thinking bubble.



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



PEACEMAKERS – REFLECTION SHEET

NAME

CLASS

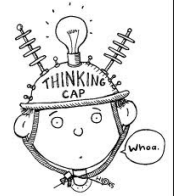
DATE

What happened?

What were you thinking at the time?



What do you think about it now?



What needs to happen to put things right?



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



Behaviour Policy – Appendix 7

Fixed Term Exclusion Re-integration Procedure

Child given a fixed term exclusion for incident in school



Child will be given formal letter and work will be sent home for the child to complete during the exclusion period



Day before the end of the exclusion period the child and parent/carer will be invited into school to meet with Head Teacher (and/or Deputy/Assistant Head Teachers) to discuss reintegration, the child's class teacher will also attend



The following agenda items will be discussed:

- Timetable adaptations (if required)
- Behaviour report (weekly or daily)
- Expectations for improved behaviour choices
- Individual behaviour plans
- Targets for behaviour



All necessary paper work will set up by the school



Member of SLT will report to parent/carer regarding behaviour on a weekly basis using behaviour report as evidence (more regularly if required), class teacher will give feedback as appropriate