



## **Behaviour Policy**

**Date adopted:**

**Signed by Chair of Governors:**

**Signed by Headteacher:**

**Date of rev**

***“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”.*** (Paul Dix, Pivotal Education)

Percy Main Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules **‘Be Ready, Be Respectful and Be Safe’** which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

### **Aim of the policy**

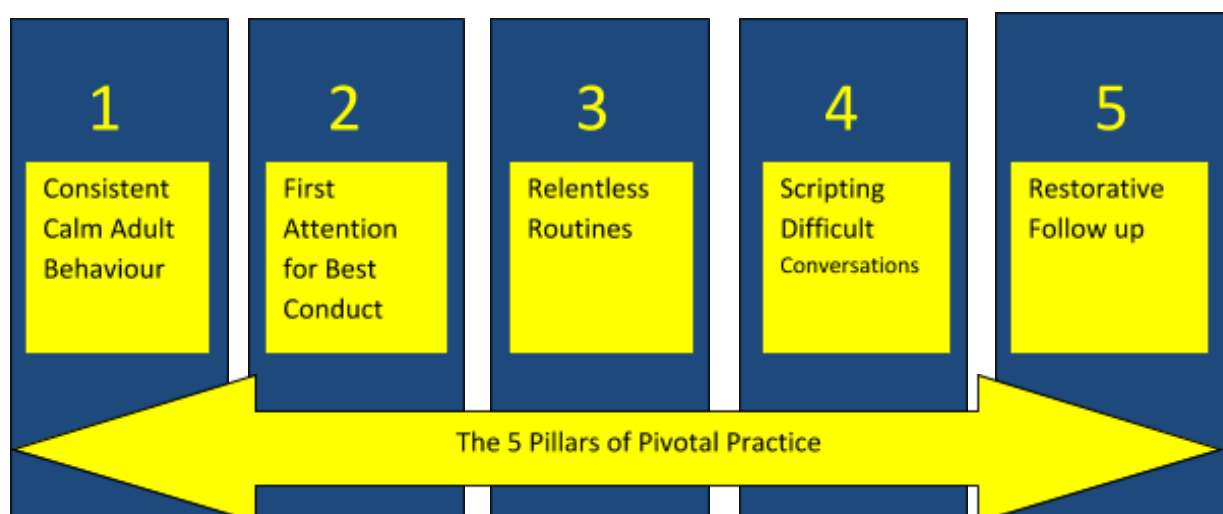
- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**Adult Behaviours** “When the adults change, everything changes” (Pivotal Education)

### Expectations of Adults

**Consistent adult behaviour will lead to pupils consistently conforming to our expectations.**

**We expect every adult to:**

- 1. Meet and greet** at the door.
- Refer to ‘**Ready, Respectful, Safe**’.
- Model** positive behaviours and build relationships.
- Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson (eg, Recognition boards)
- Be **calm** and give ‘take up time’ when going through the steps. **Prevent** before sanctions.
- Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore** or walk past learners who are behaving badly.

### Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

**Middle leaders will:**

- **Meet and greet** learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Support** staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
- Encourage use of Marvellous Me, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

### Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

#### **Senior leaders will:**

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Trackits or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

#### **Students want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

#### **Recognition and rewards for effort**

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at

Percy Main Primary School we recognise that the use of praise in developing a positive atmosphere in the

classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is '**over and above**. This may take the form of a Marvellous Me message, a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a Trackit point. Other rewards and recognition of achievement include, stickers, receiving star class of the week, Headteachers Awards and certificates.

#### **Celebration Assembly (Student of the Week)**

Our celebration assembly is on a Friday, where one child from each class will be chosen for **student of the week**. The child will have consistently gone "**over and above**" in our school rules and values during the week. The children are selected at the beginning of the assembly and receive a certificate from the Head. They then take their seat pride of place on "**the best seats in the house**" for the duration of the assembly. The children will attend "**Hot Chocolate Friday**" which is sharing a hot chocolate, biscuit and a chat with the Head.

#### **Managing Behaviour**

Engagement with learning is always our primary aim at Percy Main Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions

when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

### Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

### Sanctions steps

| Steps  | Actions  |
|--|--|
| 1) Redirection /Reminder   | Gentle encouragement, a 'nudge' in the right direction.<br>A reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible.<br>Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.  |
| 2) Caution   | A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.<br>The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.<br>"stop, think, .....make the right choice"<br>"think carefully about your next step"   |
| 3) Last Chance<br><br>(5 minutes after class for restorative conversation/10 minutes in reflection time) | Speak to the pupil privately and give them a final opportunity to engage.<br><b>Use the 30 second scripted intervention</b><br><ul style="list-style-type: none"> <li>• <b>I have noticed that</b> you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• <b>At Percy Main, we...</b> (refer to the 3 school rules – ready, respectful and safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• <b>See me for 5 minutes</b> after class/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive</li> </ul> |

|  |   |
|--|---|
|  | <p>behaviour)?</p> <ul style="list-style-type: none"> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some <b>'take up' time</b>.</li> </ul> <p>If the warning is not heeded and the behaviour continues this must be recorded on Trackits/CPOMS. At this point the learner will be informed that they will have to miss ten minutes from the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break.</p>  |
| <p>4) Cool Off</p>   | <p>Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>   |
| <p>5) Repair Restorative Conversation</p>  | <p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Imposition given if needed<br/>(An imposition is additional work that must be completed that evening, countersigned by parent and returned first thing. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p> |
| <p><b>Consequences</b><br/>Communication with parent/ carer</p> <p>A formal meeting with SLT and parents/carers.</p> <p>Weekly behaviour meetings</p> <p>Exclusion</p> | <p>If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.</p> <p>Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.</p> <p>A serious breach may lead to a fixed term exclusion.</p>   |

## **Serious incidents**

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

## **Exclusions**

### **Fixed Term Exclusions**

Percy Main Primary believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Percy Main Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

### **Restorative Practice**

Percy Main Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Percy Main Primary Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where

classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

*(Appendix 2 – Restorative Practice approach at Percy Main Primary)*

### **Children with Social, Emotional and Mental Health Problems**

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A Thrive assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT/Care, Guidance and Support Officer will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

### **Reasonable Force**

At Percy Main Primary School the majority of staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

## **The Percy Main Way**

### **This is how we do it here...**

At Percy Main Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.



**Appendix 1 – Our Percy Main Primary School Behaviour Blueprint**

**Relentless Routines**

1. Wonderful Walking 2. Legendary Lines 3. Hand signal for stop 4. Eyes on me 5. Tremendous Transitions

**Stepped Sanctions**

1. Reminder (3 rules) privately if possible
2. Caution (outlining behaviour and consequence)
3. Last Chance (30 second intervention)
4. Cool off (time in Calm den/another class/Thrive room)
5. Repair (restorative conversations)

**Microscript (30 second scripted intervention)**

- **I have noticed that** you are...(having trouble getting started, wandering around etc.) right now.
- **At Percy Main, we...** (refer to the 3 school rules - ready, respectful and safe)
- **Because of that you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 5 minutes** after class/during break
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)?
- **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up' time.

**Restorative Conversations**

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

**Visible Adult Consistencies**

- Meet and Greet
- First Attention to best conduct
- Calm and caring

**Rules**

- Ready**  
**Respectful**  
**Safe**

**Over and Above**

- Values
- Effort
- Initiative

## **Definition**

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

## **Restorative Practices in Schools is about:**

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

## **Why use a restorative approach?**

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

## **Restorative Questions 1**

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

## **Restorative Questions 2**

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?