

## Behaviour Policy

*Reviewed September 2020*

This policy has been reviewed in response to the coronavirus situation.

Key actions have been taken to ensure that children and staff are very clear about behaviour expectations during the partial opening of school:

1. A **Safety Charter** has been developed that reminds children what we expect them all to do to keep us all as safe as possible, related to Rights respecting Schools Article 19 – ‘we have the right to be kept safe at all times’:



Article 19 – We have the right to be **kept safe** at all times

*To respect everyone’s right to be kept safe, I will...*

- *listen well to my teacher and follow their instructions*
- *stay within my 2 metre ‘bubble’*
- *wash my hands regularly for 20 seconds*
- *use my own equipment only*
- *ask my teacher before I move around the building*
- *try not to touch my face*
- *catch my sneeze or cough with a tissue or use my elbow and then wash my hands ‘catch it, bin it, kill it’*
- *talk to my teacher as much as I can about how I’m feeling*

2. The charter is underpinned by the **Rainbow Chart**, which is a visual guide for children and staff to ensure that their behaviour is in line with the school's expectations:



3. The school has also developed very clear safety posters that are distributed around school, reinforcing rules and expectations: **Stay safe @ Priory** for pupils and **Keeping safe in school** for children and adults:

## Keeping safe in school



**How do you keep YOU safe?**

- Do not come to school if you or a member of your household are showing any corona virus symptoms or go home as soon as these develop, inform a leader. Self-isolate following government guidelines.
- Clean your hands regularly - with running water and soap for 20 seconds or more.
- Avoid touching your mouth, nose and eyes.
- Keep to your own 2 metre 'bubble' to keep a distance from children in your class and as you move around the building.
- Avoid calling children to the front of the class or going to their desk to check on their work if not necessary.
- Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms.
- Keep up to date with all refreshed policies and risk assessments and know what role in them you will be asked to take.

**How do you keep the children safe?**

- Children to wash their hands regularly with soap and under running water.
- Children to avoid touching their faces
- Children to 'catch it, bin it, kill it'.
- Children not to share any of their equipment or resources.
- Plan and organise lessons so as to limit the movement of children around the class: eg collecting resources etc.
- Use the **Safety Charter** to discuss ways in which the children will need to respect everyone's right to be kept safe. Refer to the safety charter regularly.
- Use the **Safety Rainbow** to encourage children to make the right choices.
- Limit the number of children from your class using the toilet at any one time.
- Make sure that you remain alert at all times in spotting symptoms of corona virus in children and inform a leader of any concerns

**How do you keep our building a safe place for all?**

- Clean frequently touched surfaces often using standard products, such as detergents and bleach.
- Keep to the left when moving around the school building.
- Keep your classroom door and windows open.
- Limit the number of children from your class using the toilet at any one time.
- Do not use any outdoor equipment without prior agreement with a leader.
- Follow the pathway that you have been given to enter and exit the building.
- Streamline your classroom. Remove soft furnishings, soft toys and toys that are hard to clean and remove unnecessary items from classrooms and learning environments.

**CATCH IT  
BIN IT  
KILL IT**



If you have any concerns, then please see further advice from a leader

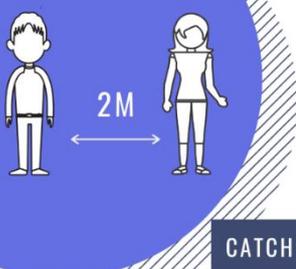


Wash your hands often with soap and water for at least 20 seconds

## STAY SAFE @ Priory

Primary School

**STAY 2M APART**



**WASH YOUR HANDS**



**CATCH IT, BIN IT, KILL IT**



**STAY IN YOUR SPACE**



Staff will discuss the rules with children when they return to school.

Pupils will be expected to adhere to the rules at all times.

They will be reminded of the expectations via the **Rainbow Chart**.

If a pupil continues to ignore the rules then their parents will be contacted and they will need to be taken home in order to keep everyone safe.

## **Behaviour Policy**

### **AIM**

The aim of this policy is to determine the boundaries of acceptable and unacceptable behaviour. It will also describe the system of rewards and sanctions and how they will be fairly and consistently applied. This policy should be read in conjunction with Hales Valley Multi Academy Trust Behaviour Statement and the Trust Internal Placement Protocol.

Overall, the policy will:-

- Promote self-discipline within pupils.
- Promote a respect for authority amongst pupils.
- Encourage good behaviour and respect for others.
- Prevent all forms of bullying among pupils and deal with incidents rapidly.
- Ensure pupils' standard of behaviour is acceptable.
- Ensure that inappropriate behaviour does not impact on the learning of other pupils.
- Regulate pupils' conduct.

### **ROLES AND RESPONSIBILITIES**

#### **Role of the Headteacher**

- The Headteacher will ensure that all stakeholders follow the guiding principles of the Behaviour Policies of the school and the Trust.
- The Headteacher has a duty to enforce the Behaviour Policy as a duty to maintain discipline and good behaviour within the school.
- The Headteacher will speak with pupils, parents/carers or staff who persistently do not uphold the Behaviour Policy.
- The Headteacher will report to Governors and the Trust regarding behaviour.

#### **Role of Staff**

- To follow the Behaviour Policy ensuring all pupils receive the same key messages and expectations.
- To model and demonstrate good behaviour to pupils such as quiet voices, listening to all viewpoints and being respectful to pupils, parents/carers and staff.

- Teaching staff will inform parents/carers through conversation of both good and poor behaviour.

### **Role of Pupils**

- To follow the school's Behaviour Policy.
- To be respectful to their peers and all adults, including visitors to the school.
- To demonstrate good behaviour for learning.
- To follow and uphold the school's values and expectations.

### **Role of Parents/Carers**

- To support their child to follow the school's Behaviour Policy.
- To model good behaviour to all pupils whilst on the school's premises.

## **THE SCHOOL WILL USE THE FOLLOWING GUIDING PRINCIPLES OF GOOD PRACTICE**

### **Establish Good Habits**

We aim to help pupils establish regular, punctual attendance and good behaviour from the start of their life at Priory. We will involve parents/carers in the process.

### **Early Intervention**

In school there will be prompt intervention where behaviour is poor, using the Good to be Green system so that it is clear that this will not be tolerated.

### **Rewarding Achievement**

We wish to promote good behaviour by rewarding those children who consistently behave well. There will be regular positive recognition of individual pupils or class achievements in behaviour through mention in Praise Assembly, certificates, stickers, House Point charts.

### **Supporting Behaviour Management**

The 'Good to be Green' system promotes behaviour management throughout the school. Further techniques include Circle Time and PSHE which are used to improve and maintain high standards of behaviour and discipline throughout the school.

## Identifying and Addressing Underlying Causes

We recognise that all behaviour is a form of communication. Poor behaviour may stem from difficulties in understanding lessons, keeping friendships or changing home circumstances. We will aim to provide the relevant support, whether it is academic or social, as is required through our Behaviour Pathways Guidance (see Appendix 1)

## Parental Support

We aim to build trusting and positive relations with parents so that we are able to work together if concerns or issues arise around their child's behaviour. Parental involvement and support will be sought when it is seen as a beneficial way forward to solving a problem. Parents/Carers will be invited into school for consultation and discussion.

We use a system of reward and consequence classed 'Good to be Green'. This works to reward positive behaviour and provide a hierarchy of sanctions for those who need it.

## Good to Be Green Behaviour System

In each classroom there is a chart displaying the child's name and a green card, there is 3 other cards available for use during the day yellow, red and blue. These are used alongside positive reinforcement of the school code of conduct.

1. **Green Card** –all children will have a green card displayed by their name as they enter their classroom at the beginning of the day.
2. **Verbal Warning** – if a child is displaying inappropriate or disruptive behaviour, they will be given a verbal warning to remind them of our expectations.
3. **Yellow Card** – if a child needs reminding of our expectations on more than one occasion, they will be told to change their card to yellow. The card will remain on yellow until the end of the lesson when the card will be changed to green ready to start the new lesson. 2 yellow cards will result in a loss of five minutes of their social time.
4. **Red Card** – if a child continues not to follow the code, they will be requested to change their card to red. The child will then spend ten minutes of their social time with their teacher. After receiving 3 red cards they will miss all of the Reward Time for that week.
5. **Blue Card** – if a child's behaviour will take them straight to red, eg: physical fighting and verbal abuse. This has the same consequences as previously. If behaviour is deemed very serious, then a member of the Senior Leadership Team will be called upon to remove the child from the classroom and parents/carers will be invited into school to discuss behaviour.

## **EYFS**

As a school we follow Dudley Protocol for behaviour strategies in EYFS.

### **Time for Twos and Nursery**

- Kind hands/ Kind words.
- Thinking Chair – to think and reflect upon behaviour.
- Model good behaviour.

### **Reception**

- Stickers are awarded for positive behaviour.
- Teachers have their own rewards for positive behaviour e.g. certificates.
- In Reception, the whole school Good to be Green behaviour policy is followed.
- When a Yellow/Red card is given, children have 'Time out' in the classroom/unit. Children think and reflect upon their behaviour during time out.

### **Rewarding Good Behaviour**

Promoting good behaviour through positive reward is a crucial part of supporting positive behaviour at Priory Primary School. This is done on both an individual or whole class level.

### **Individual Rewards**

- Verbal praise.
- Stickers.
- House Points.
- Special privileges eg: first in line, choice of seat.
- Head's Movie Night.
- Certificates to take home.
- Pin badges
- Good to be Gold

### **Group/Class Rewards**

- Good to be Green reward Time.
- Extra rewards for the class/house who have achieved particularly well eg: extra playtime

### **Inclusion**

Some children may not be able to access or respond to the school behaviour system due to their additional needs, therefore appropriate adaptations will be made in collaboration with outside agencies and parents. This may involve:

- The school Behaviour Pathways Guidance will be consulted
- Team Around the child meetings.
- Team Around the Family meetings
- Behaviour targets set on the Individual Target Plan in the planner.
- Reward/behaviour charts tailored to the child's needs.
- Support from the Sycamore centre and/or Educational Psychology department.
- Designated time with key adults in school.

### **Playground Consequences – Playtime**

If a child chooses to not follow the expectations on the playground they will miss part or all of social time the following day. This will be spent with a member of the Leadership Team. This will be recorded on a Blue form and our internal monitoring system CPOMS. The class teacher will then send this to the office for the information to be added to the management system. Phase leaders will monitor this behaviour.

A severe break of the Behaviour Policy, refer directly to the Senior Leadership team where the child/children may be removed from the playground and could lead to a fixed term or permanent exclusion.

### **Managed Lunch Times**

Children unwilling or unable to follow the rules will have their free time managed and activities directed. These activities will concentrate on developing a range of social skills, which will enable these children to interact positively with their peers, adults and the wider community. This will be discussed with parents and be on an individual basis.

### **Internal Isolation**

An internal isolation may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal isolations and they will determine how long this will be for; on a case-by-case basis.

## **Confiscation**

Inappropriate objects, eg: some toys which may be considered threatening or dangerous, mobile phones, etc brought into school will be confiscated. These will be looked after appropriately by a member of staff and returned to the child or the child's parent/carer at a suitable time.

## **Detention**

Teachers may use detention as a sanction provided the detention is reasonable and moderate. A detention takes place during break time and/or dinner time.

## **Individual Behaviour Plans(IBP)**

Senior Leaders may feel that, to support a child, they will need an Individual Behaviour Plan. The criteria for this will be:

- o Behaviour monitoring has been set up and been unsuccessful
- o Repeated challenging behaviour
- o In danger or has been excluded

- o Advice from external agency to modify a child's behaviour
- o Reduction in Pupil Entitlement

The targets of an IBP will be clear and understood by the child and will be broken down into smaller, weekly achievable goals.

## **Positive Handling Strategies**

All staff use positive reinforcement to encourage positive behaviour. A range of de-escalation strategies are used to attempt to defuse extreme disruption or violent behaviour. If these strategies do not work, trained staff in positive handling techniques and will use these to keep children and adults safe from harm. These strategies may involve positive handling or 'holding' techniques. These are a last resort. Once the incident is resolved it is recorded in a bound and numbered book which is monitored regularly. Parents are also informed. Trained staff keep up to date with all developments and correct strategies and holds on a regular basis. All incidents are followed by a debrief in order to adapt practice for the future.

## **Recording of Incidents**

Teachers, knowing their own pupil's needs, will judge when inappropriate behaviour is consistent or serious enough to warrant a written record.

All red cards are logged on the whole school system (CPOMS), as are incidents of extreme poor behaviour. Yellow cards are discussed weekly by Phase Leaders.

Reoccurring issues will be referred to SLT to make contact with parents.

## **Severe Consequences**

In cases of severe misbehaviour, the following disciplinary steps can be taken:-

- Internal isolation ☒ Trust Internal Placement ☒ Restricted timetable.
- Short term fixed exclusion.
- Long term fixed exclusion.
- Managed move to another Dudley school
- Permanent exclusion.

## **Exclusion**

Dudley DCS (Directorate of Children's Services) policy and DfE guidance is followed. There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. An exclusion may be given for repetition of inappropriate behaviours. In some cases where behaviour is very extreme an exclusion is likely to be given immediately.

Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home with an exclusion letter explaining the reasons for exclusion. On return to school at Priory, the child is always welcomed back by a Senior Leader.

At Priory, exclusions are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children.
- Violence to other children.
- Health and safety issues to pupil involved and / or other pupils.
- Repetition of inappropriate behaviour or severe disruption.
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Deputy Headteacher, Headteacher or Assistant Headteacher.
- If the behaviour continues the school may decide to utilise the Parenting Contracts

## **Permanent exclusion**

When issuing a permanent exclusion the school will follow the DfE statutory guidance Exclusion for maintained schools, academies and pupil referral units in England (from 1 September 2017).

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviour where other sanctions from this policy have failed to address the behaviour

exhibited in school. However, in some cases behaviour is so extreme that permanent exclusion is issued immediately.

In such serious cases advice is sought and guidance followed from the Dudley Local Authority Exclusion Unit. When a child is permanently excluded the LA has a duty to find alternative arrangements for the permanently excluded child.

### **Internal Isolation**

An internal isolation may be issued for a variety of reasons and may include break times and/ or lunchtimes. A member of the Senior Leadership Team will issue internal isolations and they will determine how long this will be for; on a case-by-case basis.

#### **Penalty Notice Fines issued by the Local Authority**

*The Education Investigation Service at the Local Authority may issue a Penalty Notice Fine of up to £120 (per parent/per child) or instigate legal proceedings in the Magistrates Court in the following circumstances:*

- *Where an excluded child is identified in a public place in the first 6 days of an exclusion,*
- *Where a Formal Warning Notice has previously been issued regarding unauthorised absence and further unauthorised absence is accrued,*
- *Where there is recorded unauthorised term time leave of absence/holiday leave.*

*Further information regarding Penalty Notice Fines and other enforcement proceedings relating to school attendance can be obtained from the Education Investigation Service (01384 813417).*

This policy should be read in conjunction with the Hales Valley Trust Behaviour Statement and the Trust Internal Placement Protocol, KCSiE 2019 and/or any other statutory DfE documents or school policies.