



# Plaistow & Kirdford Primary School

## Behaviour Policy

Approved by:

Governors

Approval Date:

Summer 2022

Plaistow and Kirdford Primary School is a caring, supportive community where children are expected to take responsibility for their own actions and understand how their behaviour impacts on others and their learning.

We have high expectations of children's behaviour and want them to understand rights and responsibilities in learning how to be a responsible citizen. Behaviour is rooted in relationships; the relationships between staff and our community and the relationships children have with one another. Through building respectful, caring relationships, children's behaviour enables effective learning, keeps them safe, promotes self-esteem and to be proud of their achievements.

This policy sets out our aims and expectations regarding behaviour and conduct within our school and wider community. It can relate to time in school and outside school time e.g. online, school bus, after school clubs and sporting events.

Aims of this policy are to build a framework that:

- Promotes and develops the values of respect, empathy, fairness and social inclusion for self and others
- Promotes effective partnership between families and school
- Enables everyone in our school community to understand their role and responsibility at school to facilitate learning
- Enables everyone in our school community to respond with consistency, respect and kindness
- Enables everyone in our school community to feel safe and valued
- Encourages everyone to value the school environment and its routines
- Improves outcomes for all pupils and eliminates all forms of discrimination
- Promotes appropriate positive behaviour, safeguarding children from harassment and bullying
- Ensures that all children receive behavioural guidance and support according to their need including those children with special educational needs and looked after children

### **Our Values**

Our supportive community is built on the foundation of our values:

Kindness for ourselves and others

Respect for ourselves, others and our school

Belief in ourselves and others

Determination to do our best

Curiosity: wanting to know how, when and where

Love and respect of the outdoors

The building of a culture that fosters and promotes an environment of kindness, caring and respect involves active participation of our whole school community.

**Children's Responsibilities are:**

- To treat others with respect, kindness and a developing sense of empathy
- To work to the best of their abilities, and allow others to do the same.
- To listen and act appropriately
- To value and take care of our property and environment
- To uphold our school values and The Plaistow and Kirdford Code

**Staff Responsibilities Are:**

- To treat all children fairly and with respect.
- To recognise that every child is unique and work to support them as an individual
- To be a good role model, upholding our school rules and values in our everyday practice
- To work to understand the root of children's behaviour
- To be reflective and developing in our practice
- To build effective and consistent routines for in class and around school
- To provide a challenging and interesting and relevant curriculum.
- To create an engaging classroom environment where children are motivated to learn, reflects our school values and rules and that enables children to be safe and feel safe
- To promote our The Plaistow and Kirdford Code applying rewards and sanctions fairly and consistently
- To work closely with families so that children can understand the importance of the partnership between home and school

**The Parents' Responsibilities Are:**

- To support children in upholding our school rules and values
- To support children in being prepared and ready for learning
- To play an active role in children's learning
- To work closely with school so that children can understand the importance of the partnership between home and school
- To be aware of the school values and The Plaistow and Kirdford Code
- To support the school in the implementation of this policy

**The Plaistow and Kirdford Code**

To assist us in achieving these aims we expect all of our community, children, and adults to uphold "The Plaistow and Kirdford Code". This is the foundation of our behaviour culture.

I am important and so are you  
I am kind and supportive to others  
I always try my best - working hard is worth it

Honesty matters - I tell the truth  
I keep myself and others safe  
I respect property - our school is important

### **Promoting Positive Behaviour**

Consistency is key. Each member of staff has their own unique style and approach and is best placed to support the children they work with. While individual styles may vary for example one class may have a charter or set of agreed rules another class may have a separate reward system in place. All class systems should feed directly into the Plaistow and Kirdford Code.

When building a culture of positive behaviour all adults should aim to:

- Know the children as individuals. This means knowing their names, their personalities and interests and who their friends are;
- plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption. This may require attention to such things as furniture layout, grouping of pupils, seating of pupils, matching work to pupils abilities, pacing lessons well, being enthusiastic and using humour to create a positive classroom atmosphere;
- ensure that the classroom learning environment both reflects and role models the expected behaviour standards.
- continually observe or 'scan' the behaviour of the class;
- be in control of what they project, including stance and tone of voice;
- model the standards of courtesy that they expect from others
- emphasise the positive, including adjacent praise for children following our code as well as good effort in their learning
- catching children being good is effective; make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent.
- make sparing and consistent use of consequences. This includes whole group consequences which children will see as unfair. No consequence should deliberately humiliate a pupil.
- should be reflective practitioners in relation to their classroom management.

### **Our response to behaviour**

We want everyone in our community to behave well and reflect the values of our school. The vast majority of our children behave well and follow our school code.

This behaviour should be praised and “rewarded”. Rewards can take the form of praise both quietly and loudly. Any praise for behaviour should be specific and make clear what it is about the behaviour that is positive.

There will be occasions when a child does not uphold the Plaistow and Kirdford Code. When this happens a sequence of reminders will be used leading to a consequence.

Rewards	How we respond to behaviour - Indoors	How we respond to behaviour - Outdoors
Praise Stickers Stamps Class reward system House points - should be given out in 1s, 2s and where someone has made extra effort 3 - half termly reward Chat with parent at end of the day/Phone calls home Student of the week PAKSA, Community and Forest School Awards	<ul style="list-style-type: none"> <li>• Look - a non verbal cue to remind children of expectations</li> <li>• Reminder - reframe the instruction or expectation. Use adjacent praise to model the expected behaviour.</li> <li>• Warning - reframe again. Explain what will happen if the child continues to not display the expected behaviour.</li> <li>• Movement within the room - child moves to a quiet place within the classroom to focus on their work.</li> <li>• Movement to another classroom - if a child persists in not demonstrating expected behaviour they should be sent to another classroom to work.</li> <li>• Lost learning should be made up in playtime - this should not exceed 5 minutes.</li> <li>• If a teacher believes a child is demonstrating behaviour that is well outside the bounds of expectation a member of the senior leadership team should be called. The child will then work with the SLT member.</li> </ul>	<p>Reminder: Approach the children, explain the expectation and model the appropriate action/behaviour.</p> <p>Support the child to leave an activity for a time to calm down e.g. "Why don't you come and stand with me for a few minutes." There needs to be support and engagement with the adult at this point.</p> <p>During an activity e.g. football/basketball:</p> <p>Yellow card = First warning. Show and explain what the child should be doing.</p> <p>Red Card = To be given if a child doesn't alter their behaviour. The child should leave the activity and do something else. The adult should offer alternative things the child can do at this stage.</p> <p>If a child is persistent in their behaviour choices or displays a behaviour that is extreme that can not be resolved by spending a calming time with an adult on the playground. They should go with a member of the senior leadership team to spend the remainder of their playtime indoors. This should be recorded on CPOMS and the child's class teacher should inform parents. Staff responding to an incident should inform the class teacher at registration.</p>

Note: If a child meets the need during playtime for Senior Leadership Team intervention on a number of occasions over concurrent days then a review and plan of support should be put in place.

Where a child is having regular difficulty following the Plaistow and Kirdford Code they will be given additional support to explore strategies to help regulate their behaviour.

This may involve the class teacher, Learning Mentor and Inclusion Lead.

### **House points**

House points can be given out by all staff during the school day. They should be given out in increments of 1, 2 and 3 points.

They can be given for:

Showing effort in class

Good behaviour

Helping others

Regular reading/times tables work

Homework

Manners

Kindness

Respect for our school, property and belongings

House points are collected weekly and build towards a half termly total. The house with the most points will receive a reward.

### **Supporting children when behaviour goes wrong between peers**

Being at school is not a wholly academic exercise. Children learn how to get along with one another and it is inevitable that they will fall out from time to time.

When a “falling out” has either an emotional or physical impact on a child it needs to be addressed directly.

Children should be guided using a restorative approach to understand how and why they behaved in a certain way but also the impact they have had on the other child. Children should be guided to a resolution that leaves the other satisfied that the situation is resolved and secure that they are able to have a good playtime/lesson.

### **Serious Incidents**

Judging what constitutes a serious incident relies on the professional judgement of the adult supervising and the context of the incident. A serious incident could be a culmination of repeated behaviours or a “one off” event where someone is hurt physically or experiences targeted deliberate verbal, racial or other prejudicial behaviour.

### **Parental and communication partnership**

The partnership between home and school is vital; it is important that parents champion the values of school at home and work with school to ensure that their child develops a positive attitude towards their learning and work.

If a teacher has worries or concerns about a child they are able to catch up with parents at the end of the day either in person or via telephone.

All staff at Plaistow and Kirdford communicate regularly to discuss behaviour of children. Worries or concerns are communicated at regular staff briefings. When a staff member has more serious concerns regarding a child's behaviour, the Leadership Team is informed and they will monitor alongside the class teacher.

We value parental involvement; positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with challenges. We value highly the active participation of parents and carers in school life. Seeing parents and carers work in partnership with school facilitates a stronger positive behaviour culture.

All parents are expected to support the school by signing the home school partnership contract that outlines our minimum expectation of parents in terms of behaviour:

- To ensure your child knows and follows the '*Plaistow and Kirdford Code*'
- To follow the Plaistow and Kirdford Code themselves when they are in school
- To make sure your child knows what bullying is (and is not)
- To show respect for school policies and decisions of teachers and other school staff
- Share worries early so school and home can solve problems constructively and positively together

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss and work together to formulate a plan to support their child.

### **Behaviour and Inclusive Practice**

At Plaistow and Kirdford we celebrate our diverse community. There will always be differing levels of need; every child comes to school with their own story and will react differently to the demands being in school places on them.

For some children there may be additional strategies and plans put in place that may replace or be in addition to the usual rewards and consequence systems in place. These plans should:

- Be clear and concise.
- Outline what rewards are being used for this child and how frequently they are to be used.
- Contain rewards that are selected by the child.

- Support the child in accessing their learning.
- Ensure the learning of their classmates is able to proceed as usual.

All adults should understand that some calming activities may appear similar to rewards. While this may feel contrary to common practice and a sensory circuit or similar may appear fun, it is fulfilling a coping/calming need of the child.

Additionally, adults should understand that in some cases typical consequences do not always apply. By not following the rules and expectations of the plan the child does not have their reward i.e. loss of reward = consequence.

Teachers, working with the support of the Inclusion Leader, should work with support staff to implement behaviour plans. Any plan should reflect and build upon previous successful practice. Our behaviour plans should follow the “Assess, plan, do, review” process. Enough time should be allocated to the “do” period of the plan before any changes are made as part of a review - consistency is key.

Any behaviour support plan should outline how behaviour related incidents are to be recorded.

### **Bullying**

Plaistow and Kirdford has a policy for Anti-bullying based on guidance from the Local Authority. Additionally this policy also covers our response to bullying, and any form of discrimination.

Incidents reported or investigated as bullying require monitoring and should be recorded on CPOMS.

Incidents reported or investigated as racism require monitoring and a written record which is submitted termly to the Local Authority.

### **Physical Restraint**

Plaistow and Kirdford follows the government guidelines on using reasonable force.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

At Plaistow and Kirdford, physical restraint is used as a last resort and should only be used to keep children or themselves safe from harm. Where possible staff are trained in Team Teach de-escalation and restraint practice. Adults should always signal in these cases that additional support is required.

### **Exclusion**



Exclusion is always a last resort in terms of consequence for behaviour. At Plaistow and Kirdford we would consider exclusions either Fixed Term or Permanent only after repeated breaches of our behaviour policy or a single very serious incident of behaviour.

We are obliged to follow Government statutory guidance on exclusion which is very specific. Pupils at risk of exclusion are closely monitored and given behaviour plans. The Head teacher/Deputy Headteacher is responsible for exclusions.

### **Monitoring this policy**

Behaviour in and around school is routinely monitored by all staff. At Senior Leadership meetings, staff meetings and staff briefings, matters of concern regarding behaviour are discussed and necessary action taken.

This written policy will be reviewed on a two yearly cycle by governors and as part of our school monitoring, review and self-evaluation cycle.

### **Governance**

The behaviour policy and its impact will be monitored by the Teaching and Learning Committee.

### **Related policies:**

RSHE

SEND

Teaching and Learning

Anti-Bullying

Safeguarding

Equalities