



BEHAVIOUR POLICY

Other related policies: Anti-Bullying Policy
Safeguarding and Child Protection Policy
Exclusion Policy
Restraint Policy

1 INTRODUCTION

1.1 Statement of Intent

Good behaviour is essential for effective learning and teaching to take place. At Pooles Park Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe that the values inherent in this Behaviour Policy encourage the development of many life skills that will enable our pupils to become successful members of their community.

This policy applies to all school activities, whether they are carried out in or outside of the school grounds.

1.2 Objectives of this Policy

To ensure that:

- the steps we take as a school to manage and develop good behaviour are consistent and explicit to all;
- roles and responsibilities within this policy are clearly defined.

2 RULES AND ROUTINES

We follow the Golden Rules below as outlined in Jenny Mosley's guidance on school behaviour management. Both "The Golden Rules" and "Classroom Routines" are clearly displayed throughout the school. Our Golden Rules embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, race, faith or sexual orientation.

2.1 The Golden Rules

We are gentle. We don't hurt others.
We are kind and helpful. We don't hurt anybody's feelings.
We listen. We don't interrupt.
We are honest. We don't cover up the truth.
We work hard. We don't waste our own or others' time.
We look after property. We don't waste or damage things.

2.2 The Area Routines

The following area routines were created by the whole school staff and pupil representatives from the school council.

Classroom Routines

We value what other people have to say and take turns to talk.
We speak in 'classroom voices'.
We come straight in from play and are ready to work immediately.
We choose an appropriate time to speak to an adult about playtime issues.
We follow our classroom wet play rules.

Updated January 2012 by Alex Brandon, Pastoral Care Manager and Cathy Leicester, Deputy Head.

Approved by Governors: March 13

Review date: July 2013. Policy reviewed March 2013 due to changes in recording incidents at whole school level.

Policy updated March 2013 by Deputy Head, Cathy Leicester and Pastoral Care Manager, Maggie Ryan

Playground Routines

We keep ourselves and others safe.
We follow adults' instructions the first time we are told.
We share and look after our play equipment.
We have fun at playtimes and we do not play-fight.
We speak nicely to each other.
We line up quickly and quietly.

Dining Hall Routines

We try to eat a variety of healthy foods.
We follow adults' instructions the first time we are told.
We talk quietly and politely.
We move around the dining hall carefully and safely.
We think about our table manners.
We clear up after ourselves.

Corridor and Stairs Routines

We walk quietly and sensibly.
We walk on the left at busy times.

Toilet Routines

We ask permission to go to the toilet when necessary.
We always flush the toilet and turn taps off when we are finished.
We use paper without wasting it.
We look after our toilet areas.

Assembly Routines

We walk quietly into and out of assembly.
When the listening hand is raised, we stop, look, raise our hand and listen.
We listen to the speaker and take part when we can.
We remember to keep our hands and voices to ourselves.
We show our appreciation by sensible clapping.
We sit quietly and listen to the music until we are asked to leave.

3 PROCEDURES

3.1 Whole School

All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways, for example:

- Awarding certificates ("Going for Gold");
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- Praise in front of class group;
- Stickers
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- SEAL work;
- Giving children responsibility.

3.2 Classroom

Each class follows the Behaviour Management system, "Going for Gold", outlined in Appendix 1 which was introduced at a whole-school INSET in September 2009 and is reviewed annually.

Where behaviour problems in class result in the child being removed or being sent out from class this will be recorded using Appendix 4. The teacher completes page 1 and the child fills out page 2 with help from an adult if necessary. If a child is sent out of class 3 times in a half term period the teacher will alert the Phase Leader, Deputy Head, Pastoral Care Manager or SENCO (if the child is currently on the SEN Register). Parents will be

kept informed of the issues each time the child is sent out of class so that if a Report Card (Appendix 2) becomes necessary they have already been alerted to the fact that there have been behavioural problems.

A Behaviour Report Card is then devised if the child has been sent out 3 times over a half term. This is completed at a meeting held with the parent, the class teacher and a senior member of staff (either Phase Leader, Pastoral Care Manager, SENCO, Deputy Head). Parental agreement is sought using Appendix 3. Children who are on Report visit the DHT Office every Friday at 1pm to have their progress checked by the DHT, AHT, PCM or SENCO. Phase Leaders are also kept informed of progress while the child is on Report.

If a child is not making sufficient progress towards his/her behaviour targets they will move to the next level and will be discussed at Pastoral Care Team and IEPs/Referrals may be made to appropriate agencies. The PCM keeps a record of these children and of what has been done to support them.

3.3 Playground

Children who have persistent problems managing their own behaviour at playtime and lunchtime will be taken out from playtime and lunchtime. Incidents will be recorded on the Incident Sheet (Appendix 4) and the child may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other children or adults.

4. EXTREME BEHAVIOUR PROBLEMS

- Where children's behaviour becomes problematic to the point that it cannot be managed within usual whole school or phase procedures then the matter should be referred to either the Deputy Head, Assistant Head or the Pastoral Care Manager;
- The Deputy Head, Assistant Head or Pastoral Care Manager will seek the support of parents/carers in trying to resolve serious behavioural concerns;
- Where extreme behaviour problems persist and interventions put in place by the Deputy Head, Assistant Head, Pastoral Care Manager or any other member of staff involved have not resolved the problem, then the Headteacher will be consulted in order to determine the next course of action;

4.1 Exclusions

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- a) Physical assault against a pupil
 - b) Physical assault against a member of staff
 - c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
 - d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
 - e) Bullying (for clarification please see Anti-Bullying Policy)
 - f) Racist abuse
 - g) Sexual misconduct
 - h) Drug and alcohol related
 - i) Damage
 - j) Theft
 - k) Persistent disruptive behaviour
 - l) Other
- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.

Updated January 2012 by Alex Brandon, Pastoral Care Manager and Cathy Leicester, Deputy Head.

Approved by Governors: March 13

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- The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
- The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Doug Tweddle (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
- Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
- A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion and Pastoral Care Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.
- Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record.

4.2 Physical Restraint

- Physical restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Restraints will be carried out in line with CE@Islington's policy. Please see Restraint Policy. Any restraint or physical intervention by an adult is recorded using Appendix 5

4.3 Training

- It is the responsibility of the SLT (including the Headteacher) to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

“Going for Gold”

Red **Yellow** **Green** **Silver** **Gold**

- Each child has their own individual pocket on a wall;
- The children move the cards themselves when they are asked to by relevant adults in the classroom;
- A class record is kept - the colour for each individual is recorded daily/weekly. A copy of this record is handed in weekly to the Deputy Headteacher who will monitor persistent reds, and work in consultation with the relevant staff member/s to devise a personalised behaviour management plan for individuals struggling with their behaviour;
- The children start every day at green;
- If a child ends the day on Red, the class teacher informs the parent/carer - the child is kept in for 15 minutes the next day by the class teacher;
- Two Reds and the child is sent to the designated staff member for a 30 minute lunchtime detention (Deputy Head teacher)
- 25 Golds = ‘Gold Member’ certificate = Praise Assembly mention;
- 50 Golds = Drinks and biscuits with the Headteacher (V.I.P. status, photo in Newsletter);
- Extreme negative behaviour (e.g. violence, racism/homophobia/sexism) the child is accompanied to the office where an administrator will call an available SLT member (including the Head teacher) to deal with the situation. This is also recorded on the Harassment Return Form which is sent to the LA ;
- There is a whole class Behaviour Reward Trip (Bowling) at the end of the school year for the best behaved class.

Appendix 2

Behaviour Report Card Key Stage 2

Behaviour Report Card Key Stage 2

Name		Class		Date	
Targets:					
1.					
2.					
3.					

Session (Include comments from other teachers if Set/Phonics)	Target Met? (Y/N)			Comments	Senior/other staff informed?
	1	2	3		
9:00-10:45 Learning time					
10:45-11am Assembly					
11:00-11:15 Playtime					
11:15-12:30 Learning time					
12:30-1:30 Lunchtime					
1:30-3:30 Learning time					

Signed:

-----Staff Member-----Parent/Carer

Appendix 3

Home-School Behaviour Support Agreement

Good behaviour is essential for effective learning and teaching to take place. At Pooles Park Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well. We aim to ensure that the steps we take as a school to manage and develop good behaviour are consistent and explicit to all. In cases where the school feel that a child's behaviour is inappropriate we ask the parents to be part of a Home-School Behaviour Support Agreement. This is put in place when a child's behaviour becomes problematic to the point that it cannot be managed within usual whole school or phase procedures.

Extreme behaviour problems can include:

- a) Physical assault against a pupil
- b) Physical assault against a member of staff
- c) Verbal abuse/threatening behaviour towards a pupil
- d) Verbal abuse/threatening behaviour towards a member of staff
- e) Bullying
- f) Racist abuse
- g) Sexual misconduct
- h) Damage
- i) Theft
- j) Persistent disruptive behaviour
- k) Deliberate harm to themselves (e.g. head banging, cutting themselves)
- l) Other

It is at this point that the Deputy Head, Assistant Head, Pastoral Care Manager or SENCO will seek the support of parents/carers in trying to resolve serious behavioural concerns. Where extreme behaviour problems persist and interventions put in place by the Deputy Head, Assistant Head, Pastoral Care Manager, SENCO or any other member of staff involved have not resolved the problem, then the Headteacher will be consulted in order to determine the next course of action;

In such cases of extreme behaviour the adults dealing with the situation may be required to gently restrain the child while we try and contact you. Every step will be taken to avoid this course of action and restraint will only be used if the child's behaviour is deemed to be a risk to other children, themselves or staff. A written record will be made of such incidences.

While we make every effort to ensure that the child is not removed from the school setting such extreme behaviours can lead to exclusion from school.

Your child.....has had persistent incidences of extreme behaviour (please detail). We are aware that the school have communicated with you and have taken the following steps already to deal with the problems:

•
In spite of our efforts the problems have persisted, which is why we are now asking you to be part of this agreement. Targets will be set for your child and written records will be kept of his/her behaviour. These will be shared with you.

Please sign below to show your support for what the school are trying to do to support your child.

I give permission for a member of school staff to restrain my child if their behaviour poses a risk to another child, an adult or themselves:

Signed (Parent/Carer):

I agree that if my child's behaviour is such that exclusion from school becomes necessary I will ensure that I am available to contact by phone to arrange immediate collection of my child:

Signed (Parent/Carer):

All contact telephone numbers:

Signed (member/s of staff at meeting):

This document will now be passed on to the Headteacher and Senior Leadership Team.

Appendix 4

Pooles Park Primary School Behaviour/Incident Report											
Pupil name		Class		Date		Time					
Adult reporting		Location	✓	Class		Hall		Plygrd		Din Hall or other (please specify)	
Antecedent (How did the incident start?)				Behaviour (Nature of incident also see below)				Consequence (see below)			
BEHAVIOUR	1	Constant refusal to do as asked despite repeated requests									
	2	Bullying or intimidating behaviour									
	3	Abusive language or name calling to pupils/adult (circle)									
	4	Racism (please specify)									
	5	Fighting (including play fighting)									
	6	Dangerous/unsafe behaviour (please specify)									
	7	Left class without permission									
	8	Persistent disruptive behaviour (specify)									
	9	Damage to school property									
	10	Other (please specify)									
Further details (continue overleaf if necessary)											
✓	CONSEQUENCE Action taken by Phase Leader/Year group Leader/other										
	1	Detention (Red Card)			4	Removed from class for remainder					
	2	Verbal apology to adult			5	Letter to parent					
	3	Written apology to adult			6	Special meeting set up/to be set up with parent					
Action taken by Headteacher/Deputy Headteacher											

Appendix 4 continued

Our Golden Rules

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We are kind and helpful. We don't hurt anybody's feelings.

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We look after property. We don't waste or damage things.

******Underline the rule that has been broken******

What went wrong and how did you feel? 😊 ☹️

What would have been a better way to deal with the situation?

Followed adult instructions	Taken myself to a quiet place in the classroom	Ignored other behaviour
Asked an adult to help me deal with the situation	Spoken to an adult about how I was feeling	

Other: _____

What can you do now to make things right?

Appendix 5

RECORD OF RESTRAINT/PHYSICAL INTERVENTION

Date of incident:

Time of incident:

Pupil Name:

D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:

Appendix 5 continued

Any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

Outline of parent/carer response:

Signatures of staff completing report:

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.....

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.....

Signature of parent/Carer reading report

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...

Brief description of any subsequent inquiry/complaint or action: