



Priestsic Primary and Nursery School

Behaviour Policy

Aspire Believe Achieve

At Priestsic Primary and Nursery School, we believe that positive relationships form the foundations for an ethos of good behaviour. We also believe that every child has the right to learn and teachers have the right to teach. Any incidents of inappropriate behaviour will be dealt with in an effective, caring and supportive way.

At Priestsic Primary School and Nursery, we take a relationship based approach to supporting positive behaviour. We know that all behaviour communicates an unmet need. Therefore, in order to change behaviour, we must respond and connect to the unmet need.

1. **Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems.

The mainstay of our behaviour policy is expressed through our core values which underlie our ethos and are themselves our code of behaviour:

Our 6 Core Values

Respect

We respect each other, adults, our environment and ourselves

Independence

We can think, act and learn effectively by ourselves

Resilience

We show determination and perseverance by never giving up

Kindness

We show care and consideration for others and ourselves

Self-Belief

We show confidence and positivity in taking on a challenge

Responsibility

We take ownership of our own behaviour, our learning attitudes and the world around us

At Priestsic Primary and Nursery School we aim to:

- Have a positive, fair and consistent approach to whole school conduct, supported and followed by the whole school community.
- Develop positive learning behaviours in our children.
- Reward children for positive conduct and learning behaviours and encourage them to take responsibility for their own actions.
- Teach, through the school curriculum, positive values and attitudes as well as knowledge and skills. These include our core values of respect, independence, resilience, kindness, self-belief and responsibility.
- Promote the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.
- To protect pupils who may be vulnerable to exploitation, extremism or radicalisation.
- Ensure we support our most vulnerable pupils through anxiety and trauma informed practice.

It is important that our behaviour policy is clear and well-known by all children and parents and is **consistently** applied by all staff.

Expectations of behaviour

These expectations have been agreed to ensure the safety and well-being of our children, and to maintain a safe and happy environment in which children can thrive and learn.

- All adults in the school community will model the behaviour that is expected of the children.
- All members of the school community are expected to respect and support each other.
- It is expected that the whole school community wants to learn.
- It is expected that learning will be applied across the curriculum.
- Physical or verbal aggression is not acceptable, from any member of the school community.
- Children are not to bring any illegal items, or items considered to be dangerous, on to the school site. This includes knives or other sharp implements.

Rewarding good work and behaviour

At Priestsic Primary and Nursery School we believe that the encouragement and celebration of positive behaviour is very important.

All members of the school community will work together to ensure that children who model good work and positive behaviour are consistently praised and rewarded through the use of:

- Stickers for positive attitudes in learning and behaviour
- Headteacher and Deputy Headteacher stickers
- Certificates
- Celebratory postcards sent home
- Text messages sent home
- Specific praise
- Stars of the Week in Values Assemblies
- Stars of the Day
- Sharing achievements and work with others
- Raffle tickets and prizes
- Dojo points
- Verbal praise
- Non-verbal praise (smiling and nodding)

- Class leaves to reward whole class positive attitudes and behaviour (in KS1)
Values class of the week (in KS1)
- Class Dojo messages home

If there are children who are not responding to this system, we will work with the child and his or her parents/carers on an individual basis. Our aim is to support them, and make provision for them to succeed.

Unacceptable behaviour:

Emphasis is on choice. If a child chooses to display unacceptable behaviour, consequences will follow. These may include:

- A clear verbal warning and a reminder of what is expected
- Name written in the amber triangle
- Name moved to red triangle to signify 'time out', missed break or lunch time to engage in a restorative conversation (a discussion that reflects on the choices that have been made and what could have been done differently. The language used in this discussion will be consistent across the school. The child will work alongside the adults to complete a Behaviour Reflection form (See Appendix A) which will be passed onto the the parent/carer at the end of the day. Following this consequence, the next session becomes a fresh start for the child with a clear expectation that the unacceptable behaviour will not happen again
- At Priestsic Primary and Nursery School, we pride ourselves on knowing our children well, so sometimes consequences will be tailored to the child's needs and in line with the seriousness and type of behaviour choices
- All behaviour incidents will be recorded on our electronic monitoring system CPOMS and classified as 'low level' or 'significant' or 'serious' depending on the nature of the behavioural incident. The Headteacher and all members of the Senior Leadership Team will be informed of all serious incidents involving physical contact
- An immediate move to the red triangle for repeated incidents of aggressive behaviour
- Phone call/conversation with parents or carers
- Meeting between parents or carers, class teacher and a member of the SLT
- Individual Behaviour Plan drawn up
- Support of external agencies
- Disruption to learning will not be tolerated and will result in an internal suspension (to another classroom or another safe place in school with work)
- Fixed term suspension

A fixed term suspension is a final resort but could occur if:

- A child's behaviour continues to affect the education and well-being of others
- Children's safety cannot be guaranteed
- A serious incident involving physical/verbal abuse has arisen

If fixed term suspensions fail to modify a child's behaviour the school will work with outside agencies to support the child being given a fresh start in a new school, via a managed move, to avoid a permanent exclusion.

Any fixed term suspension will be administered in accordance with official government and Local Authority procedures.

Code of Practice

We acknowledge that all children in the community have the right to attend a school, irrespective of learning difficulty and we are an inclusive school. However, it is sometimes necessary to work with outside agencies e.g. Educational Psychologist, Schools and Families Specialist Services in order to meet individual needs and support staff. Children with extreme behavioural difficulties will be placed on our Special Needs Register. An individual behaviour plan will be written, discussed with parents or carers and reviewed regularly.

Physical Intervention

Under very exceptional circumstances, physical intervention may be required to restrain a child's physical behaviour or aggression where their behaviour is physically endangering themselves, other children, adults or causing serious damage to property. School has adopted the Local Authority's Code of Practice 'Guidance on Physical Intervention between Staff and Pupils'. Several members of staff, including the Headteacher and SENCo have received 'Controlling Risky Behaviour' training. Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child's age, size, health and other relevant factors. Parents or carers will be informed if physical intervention has been used.

Break-time and Lunch-time Supervision:

At break-time and lunch-time, supervision is carried out by the Senior Mid-day Supervisor and a team of Mid-day Supervisors. It is expected that the same standards of behaviour will be maintained at lunchtime. The Mid-day supervisors **must** be treated with the same respect expected by all adults at Priestsic Primary and Nursery School. Members of SLT will also supervise children at lunch-time. At the end of break-time and lunch-time all class teachers will collect their class from the playground/all-weather. The Senior Mid-day Supervisor will refer incidents of misbehaviour to the class teachers, or Senior Leadership Team as appropriate. Class teachers or members of SLT will then apply the sanctions.

Working with Parents

Parents are contacted if their child's misbehaviour is felt to be serious enough or if a child has been seriously upset by being in trouble. Teachers and the Head Teacher, in particular, are always available to discuss a child's behaviour and welcome parental interest and involvement. If a child damages school property as a result of inappropriate behaviour, the Governors reserve the right to seek reparation.

Staff Well-being

SLT will support all staff with managing behaviour concerns within school. Time for reflection will be provided if necessary as well as time to discuss incidents and further planning for individual children. Staff are also encouraged to recognise their own emotions and how this can impact on their and their work.

This policy applies when the children are:

- *On school premises, including before and after school (Breakfast Club and after-school clubs)*
- *In the immediate locality of the school in the time leading up to the start of the school day or following the end of the school day*
- *Off site on an arranged educational visit*
- *Travelling to and from school, but not accompanied by a responsible adult*

- *Wearing a school uniform so representing the school*

Review

This policy will be reviewed annually

Next date for review: July 2025

Signed by:

Chair of Governors:

Headteacher: