



Behaviour and Inclusion Policy

Reviewed & Approved:

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Next Review:

Spring 2021

Princeville Primary School behaviour policy should be read in conjunction with the document *Behaviour and Discipline in Schools* January 2016.

Princeville Primary School wishes to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

Aims

- To implement procedures for managing behaviour which are supported and followed by the whole school community – parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes, as well as knowledge and skills that promote responsible behaviour, self-discipline, self-respect, tolerance and respect for other people and property.
- To provide a curriculum that exposes children to a wide variety of social contexts where different behaviour codes are required.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour, placing the emphasis on discipline rather than punishment.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

The school's values guide all work with children when dealing with behaviour management; the Vision, Mission and Aims of the school are included at the back of this policy.

Consistent Approach

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- Princeville Primary School expects children to be well-behaved, well-mannered and attentive; e.g. Children address adults using their names (Mr Smith etc.); they say *please* and *thank you*; they hold doors for each other and say "*After you.*"
- Children walk in lines, with *hands by their side*, without talking around school.
- All children should show regard for their fellow pupils.
- All children should respect their own and other people's property and take care of books and equipment.
- Children should wear the correct school uniform.
- Children are expected to be punctual.
- If a child has a disagreement with another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is never acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used.
- Sexist, homophobic or racist language should never be used.

- Incidents should be dealt with straightaway.
- Children should not bring valuables, mobile phones or dangerous implements into school (see confiscation policy).
- Incidents of eSafety and cyberbullying are dealt with in the same manner as other forms of unkind behaviour.

NB. The Department of Education's publication 'Behaviour and Discipline in schools - Advice for headteachers and school staff' (January 2016) states that teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable" page 9.

Positive Behaviour Management

At Princeville Primary School, teachers **teach** good behaviour rather than criticise poor behaviour.

- All adults model the courtesy, respect and behaviour codes expected of pupils at all times.
- All adults model the behaviour they expect of pupils, for example not talking in assemblies.
- All adults talk about behaviour explicitly e.g. prepare children by making it clear what is expected in different situations; admire examples of thoughtful or caring behaviour; help children to learn from one another.
- All adults reinforce rules and systems rigorously so that the children learn to adopt safe practices.
- Adults spend time discussing behaviour when things have gone wrong so that children can learn from mistakes and cope with difficult situations positively.
- Adults spend time resolving friendship differences working to develop children's understanding and sense of justice, forgiveness and reconciliation.

Behaviour Strategies and Teaching Good Behaviour

Adults at Princeville Primary School believe that children need the support of a scaffold around them in order to help them to assume appropriate behaviours. We believe that children need to be taught a wide range of skills in order to feel comfortable in all the situations in which they may find themselves. We believe that poor behaviour usually results from children being uncertain, anxious or unfamiliar of the expectations. We have developed a range of contexts for teaching good behaviour:

- Nurture/friendship Groups
- Curriculum
- Class teachers' own incentive systems
- FS/KS1 Behaviour reward chart
- Pastoral team (see policies and systems)
- Extra-curricular activities (forest school)

The school maintains professional relationships between children and adults. Adults are positive role models that set high expectations within a caring learning environment, but they expect children to do their very best at all times.

Rewards

All the children will start on the cloud, if they remain there for the entire day they will collect one dojo, which will then accumulate to Princeville pounds (See behaviour script).

Sanctions

The adults at Princeville Primary School do not let things pass; every incident or example of less than our best is tackled in some way. We believe that tackling small actions consistently reinforces the messages about good behaviour to children.

In all disciplinary actions it is essential that the child knows that it is the behaviour which is unacceptable, not the child as a person.

Procedures for Dealing with Major Breaches of Discipline

- An oral warning by the Head Teacher concerning future conduct.
- Withdrawal from the classroom for the rest of the day.
- Internal exclusion with a member of the pastoral team (term: 1-5 days); in some cases an internal exclusion may be made with the support of another local school
- Fixed term exclusion (term 1 – 5 days)
- A letter to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- Daily report to the Head Teacher to confirm that behaviour has been satisfactory (term: one week).
- For incidents on the way home from school the child may be kept in the classroom until an adult picks them up each evening (term: one week).
- For continued, serious incidents at lunchtimes the child may be excluded for the lunchtime period (term: one week).
- If the problem is severe or recurring – referral to the Inclusion Manager or Pastoral Team
- The child may be withdrawn from an after school club or unable to participate in a school visit
- A case conference with parents and support agencies.
- Permanent exclusion, after consultation with the Governing Body and the LEA. Parents have the right of appeal to the Governing Body against any decision to exclude their child. (see exclusions policy)

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

NB: This is not an exhaustive list; each case will be dealt with individually

Procedures for Dealing with Minor Breaches of Discipline

- Redirect to another activity
- Talk to the child – Playtime/lunchtime

Where children have taken responsibility for their actions; e.g. told the truth immediately, said that they are sorry, named their own sanction appropriately; sanctions are reduced to reflect the lessons learned. Adults model the importance of forgiveness and reconciliation.

Parents

Parents can help by recognising that an effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents should discuss the school rules with their child, emphasising that they support the rules.

Attending Parents' Evenings and parents' functions and by developing informal contacts with school helps to reinforce their support for the Policy. Learning and teaching cannot take place without sound discipline and parents should recognise that staff will deal with behaviour problems patiently and positively.

Responsibilities of Adults in the school

- Adults must implement and model the Positive Behaviour Policy at all times.
- Teachers must discuss *appropriate behaviour* with children in anticipation of the many different contexts that they are introduced to in school.
- Teachers must recognise their duty to minimise the possibility of inappropriate behaviour by:
 - providing interesting, challenging and well-paced lessons that motivate and engage the interest of pupils
 - carefully organising their classrooms; and
 - supervising movement around school
- Support staff must be in their assigned positions ready to supervise children properly.
- Every opportunity to build children's self-esteem through direct and indirect praise and positive reinforcement must be exploited by all adults.
- Teachers and other adults must ensure that all interactions with children are characterised by positive language. Adults talk to children in a polite and respectful manner, modelling the behaviour codes they expect from the children at all times.
- Raised voices and a change of tone of a voice are sometimes necessary in certain circumstances to indicate levels of disapproval but adults must never present themselves as *out of control* or in danger of breaching the spirit of this policy.
- Through their actions and discussions with children, adults model forgiveness and reconciliation to resolve situations and provide learning experiences for the children.

Serious incidents are recorded on CPOMs.

CPOMs Serious Incident Record

This is used to record:

- ◆ Any incidents involving a child, or anyone employed in school, resulting in personal injury or damage to property
- ◆ Loss, theft, or damage to property
- ◆ Any other incidents or matters of a serious nature.

These incidents are ones that might give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, etc). We report to the LEA on any incidents of this nature.

CPOMs Discipline Record

The school uses CPOMs to record all incidents that need to be communicated to senior staff in the school. The school employs different codes to indicate the level of concern.

Attendance Behaviour Child Protection eSafety Extra-curricular / Extra-responsibilities Families First Family Link Support HNP - SEN
 Inclusion Intervention LAC Medical Parent Communication Pastoral Police Positive Handling Incident

Behaviour Subcategories

Behaviour Comment Behaviour Report Card Classroom Behaviour Concern Confiscation Effort Report Card Fixed Period Exclusion Homophobic
 Internal exclusion Playground Behaviour Concern Racism Uniform

Exclusion must always be recorded. This is for serious occurrences of challenging behaviour (see exclusions policy).

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint is necessary. All adults are aware of the government document *Use of reasonable Force* July 2013 and are aware of the law in relation to handling children.

Schools can use reasonable force to:

- *remove disruptive children from the classroom where they have refused to follow an instruction to do so;*
- *prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;*
- *prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;*
 - *prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and*
- *restrain a pupil at risk of harming themselves through physical outbursts. (Page 5)*

A Positive Handling Incident entry is completed on CPOMs and the situation discussed with the Head Teacher or SLT member responsible for pastoral care who will work with the member of staff and parents to devise an action plan to meet that child's and the school's needs. This might include the involvement of other agencies – Social Services, Psychological Service, Pupil Referral Service, etc.

All incidents of positive handling are reported to parents at the first opportunity.