



PRETTYGATE INFANT AND JUNIOR SCHOOL BEHAVIOUR POLICY

Approved by Governors
Annual review

September 2020
Autumn term

Our vision for behaviour at Prettygate Schools

We understand that our pupils' happiness requires the presence of positive relationships. Teacher and pupil relationships must be built on mutual respect and trust in the same way that we expect that pupils' relationships with peers must be built upon respect, trust, friendship and tolerance for each other's wishes. At Prettygate Schools we believe in the power of positive and frequent praise for good and caring behaviour as a more effective way of improving standards and relationships between individuals than a reliance on sanctions alone. Positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum.

Adults within the school environment – including non-teaching staff and visitors to the school – have a duty to provide positive role models in all areas of behaviour. Older pupils are encouraged to care for and support those younger than themselves both inside and outside the school building, just as they would in the family home. At Prettygate Schools we aim to have a positive, caring ethos and provide a challenging, well-planned education. The goal is to produce caring, successful pupils with a high self-regard and esteem as well as an awareness of appropriate behaviour in all social and academic contexts.

Aims

This policy is based on advice from the Department for Education (DfE) and aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable (anti-social) behaviour, including bullying
- Outline **how pupils are expected to behave** (pro-social behaviour)
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Definitions

Anti-social behaviour is defined as:

- Disruption in lessons, and at break and lunchtimes
- Non-completion of class tasks
- Poor attitude
- Deliberately not following procedures for good hygiene and social distancing

Serious anti-social behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Physical or verbal assault
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives or other dangerous objects

Bullying

Bullying is defined as the repetitive, intentional and targeted harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- **Repeated**, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Prettygate Schools we aim to prevent bullying before having to react to it happening. Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the schools' statement of behaviour principles. The headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages pro-social behaviour and that staff deal effectively with anti-social behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling pro-social behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording instances of anti-social behaviour using the agreed system (CPOMS)
- The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Complete tasks given to the best of their ability
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Follow the procedures given for social distancing and maintaining good hygiene

The expectations within the pupil code of conduct are encapsulated in the schools' three core values: ambition, kindness and respect.

Behaviour management

We believe that pro-social behaviour is best encouraged through modelling and recognition. Therefore, positive behaviour choices and emotional resilience are explicitly and implicitly taught throughout the curriculum. In support of this, our behaviour management system includes a range of rewards. However, there are times when sanctions are necessary for those not following the pupil code of conduct.

List of rewards and sanctions

Depending on the Key Stage of the child:

Pro-social behaviour will be rewarded with:

- Praise
- Well done cards
- House points and termly winner prizes
- Ambition Awards
- Respect Awards
- Kindness Awards
- Conversations with parents (via email, phone or in person)
- Special responsibilities/privileges
- Stickers

The school may use one or more of the following sanctions/strategies in response to unacceptable behaviour:

- A verbal reprimand
- Use of a script
- Loss of some break time or lunch time play (time out)
- Expecting a task to be completed at home, or at break or lunchtime

- Conversation between teacher and parent (via email, phone or in person)
- Sending the pupil to another classroom
- Formal apology
- Referring the pupil to a senior member of staff
- Phone call from the Headteacher to parents for more serious misbehaviour
- Internal exclusion
- Putting a pupil on a 'traffic light' report
- Fixed term exclusion
- Permanent exclusion

When dealing with anti-social behaviour, staff will make consistent use of the Prettygate Schools Behaviour Response Plan (Appendix 2) in determining the seriousness of a child's anti-social behaviour and how it should be dealt with.

In some cases where anti-social behaviour is deemed to be of a very serious nature, the Headteacher may take the decision to exclude a child on a fixed term or permanent basis.

Off-site behaviour

Sanctions may be applied where a pupil has demonstrated anti-social behaviour off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils; they will be returned to parents.

Items will also be confiscated if they are harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

If there is a need to search or screen pupils, this is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil support

As far as possible, the school has a consistent approach towards behaviour management for all children. However, we recognise our legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings and have access to previously recorded information via our recording system (CPOMS). This information sharing is highly important and allows the schools to ensure behaviour is continually monitored and the right support is in place. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and governing body every year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles will be reviewed and approved by the governing body every three years.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti-bullying policy
- Child Protection and Safeguarding policy
- Exclusions policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Appendix 2: Prettygate Schools Behaviour Response Plan

Prettygate Schools Behaviour Response Plan		
		<u>Rewards</u>
Praise		Well done cards
House points and termly winner prizes		Ambition, Respect and Kindness Awards
Conversations with parents		Special responsibilities/privileges
Stickers		
	Behaviour	Possible appropriate actions / consequences
Low	Talking Rocking on chairs Fiddling Calling out Wandering Rudeness Being unkind Distracting others	No record required If persistent, contact parents to discuss behaviour patterns. Praise pro-social behaviour Tactical ignoring Simple question / redirection Stern look Sand timer Reaffirm expectations Clear choice given Use of script (see reverse) 'Time out' during break or lunch (a minute for each year of age)
Medium	Persistent low level Throwing small objects Damaging property Inappropriate language Disrespecting privacy in toilets Deliberately not following procedures for good hygiene and social distancing	Must be recorded on CPOMS Parents must be informed (class teacher) - record on CPOMS Discuss desired behaviours (class teacher) Send child to another class Time out during break or lunch
High	Refusal Throwing (dangerous) Endangering others Deliberately hurting someone Bullying Abusive/offensive language Persistently and deliberately not following procedures for good hygiene and social distancing	Must be recorded on CPOMS – future behaviour monitored Parents must be informed (class teacher) – record on CPOMS Send pupil with adult or request either SENCO, Home School Liaison, SLT or Deputy Head if child refuses – escalate to HT if internal exclusion necessary Formal apology Loss of either break or lunchtime completed by SLT or Senior Teacher (UPS)
Crisis level response	Verbal abuse to any staff Behaviour is creating a health and safety risk Persistent bullying Persistent violence against other children Serious persistent and deliberate breaches of procedures for good hygiene and social distancing Attempting to leave the school grounds Any action that would usually require the need for restraint	Should involve member of SLT immediately: Lunch time exclusion or internal at the very least (HT discretion) Possible fixed term exclusion (authorised by headteacher only) Withdrawn from extra-curricular clubs Letter to parents (headteacher) Meeting to be held with parents by member of SLT Consult Essex Steps flowchart and further materials (Roots and Fruits, Anxiety Mapping etc) Look to initiate further agency support

Prettygate Schools Behaviour Script

(Child's name), we (describe the behaviour we expect) and end in "thanks".

When you do this, it makes me feel so I would like you to

You need to make a choice. You can or