



Preston Grange Primary
School

Policy for Behaviour
May 2019

Review date: May 2021

Behaviour Policy

Preston Grange Primary School

At our school we believe in managing children's behaviour through positive reinforcement. We aim to reward positive behaviour and deal with inappropriate behaviour fairly and firmly. School rules encourage courteous and respectful, and every opportunity is taken to support self-discipline, whereby children know that there is a choice between the right and wrong way to behave. Children are involved in being responsible for their own actions and behaviour. All staff in school have consistently high expectations of behaviour.

Responsibilities

Our whole school community believe that children should

- Support and care for each other
- Respect each other, all adults, property and themselves
- Listen to others and respect their opinions
- Take responsibility for their own actions and behaviour
- Follow instructions from all members of staff

In return, **all staff and adults** in school supports children's positive behaviour through a range of ways:

- through dealing with children's' behaviour consistently through application of school reward systems and sanctions.
- by providing a range of SMSC opportunities across school,
- through Castles time (PSHCE) on a Friday
- by covering SEALS work, including Anti-Bullying week
- through themes covered in assemblies
- by teaching children explicit school values (12 core school values, linked to SEALS work)
- Through programmes such as Thrive & BU (Be Yourself)

We expect that **parents** are aware of the core values and expectations of our school, and to support us in the way in which we manage the children's' behaviour, reinforcing school's rewards or sanctions at home.

Ways in which we encourage good behaviour:

- Through managing children's' behaviour staff may use a range of strategies which may include:
- Non verbal signs/approval
- verbal approval/acknowledgement
- smiley face stickers/stamps
- Castle points being awarded, special certificate in weekly 'Well Done' assembly
- sending a child to a colleague or the Headteacher for praise
- verbal feedback to parents
- Reason to be Cheerful certificates being given (Key Stage 1)
- Golden certificates being given (Key Stage 2 outstanding citizen awards)
- Praise pads
- Superstar Shoutout (in lessons)
- Children in KS1 who are sitting on the green traffic light
- Staff briefings (Monday, Friday) discuss pastoral information, involving what may be affecting a child's behaviour
- Involvement of our Learning Mentor & HLTA for Wellbeing, Guidance & Support- staff are able to refer children for specific issues

Ways in which we manage unacceptable behaviour:

Where there are minor issues of poor or unacceptable behaviour, this will be dealt with by the class teacher, however, incidents of a serious nature are recorded. Teachers may use strategies which include the following, at the discretion of the teacher:

- Non verbal eye contact/signs
- Moving a child to another seat/place
- Simple directions
- Refocusing or diversions to stop the unacceptable behaviour

- Giving rule reminders
- Home/school communication book
- Using 'traffic light system' in classes (Key Stage 1, visual behaviour chart)
- giving children a choice
- giving warning of the consequence
- in or out of class time out
- time lost from playtime
- Internal exclusion

Outside the classroom

Lunchtime supervisors listen to all sides of the story, involving children who have also witnessed the incident when investigating an incident on the yard. Staff use a Narrative Box 'visual prompt' card – covering the 'who, where, what, when' steps of questioning. If needed, any serious incidents at lunchtimes will be recorded and this will be monitored by the Headteacher for patterns of behaviour. The Senior Lunchtime Supervisor liaises with the Headteacher when necessary, regarding any incidents of unacceptable behaviour. Teachers are available for lunchtime staff if there are any incidents that need to be relayed at the end of playtime.

At playtimes or lunchtimes staff will use a range of sanctions for unacceptable behaviour such as described above, and others including:

- 'Sitting out' (time out from playtime or specific activities/games)
- Walking around with a lunchtime supervisor
- Being sent into school - should the behaviour to be more serious for the DHT or HT to deal with
- Our HLTA for Wellbeing, Guidance & Support actively uses preventative strategies to ensure positive playtimes, and is based outside for half of lunchtime.

Persistence of unacceptable behaviour:

More serious misbehaviour, or persistence of low level misbehaviour may involve the class teacher or (in some cases) the Headteacher speaking to the parents.

At this stage a behaviour diary may be started -involving home and school to complete over a period of time to monitor the behaviour. Where children need extra support with their behaviour, further strategies may be used:

- Child being given a moment of choice
- Social stories being used
- Learning mentor/HLTA involvement
- Behaviour reminder 'prompt cards' being used
- Additionally, external agencies may become involved, ie. CAMHS or other agencies.
- LCT emotions scales
- Recording the incident on CPOMS (online Child Protection system)

In cases where a behaviour diary is used, parental involvement and regular meetings with parents, school (and sometimes Learning Mentor and HLTA) are required.

Serious misbehaviour

Incidents of serious unacceptable behaviour include:

Persistence of poor behaviour, vandalism, homophobic or racial abuse, threatening behaviour, isolated incidents of violence, abusive or threatening behaviour towards staff, dangerous refusal to follow an instruction, repeated incidents of bullying, severe or persistent aggressive behaviour or outbursts of temper/anger, if the behaviour constitutes a safeguarding issue.

In the case of serious unacceptable behaviour, a behaviour contract will be drawn up between school, parents, the child and external agencies/learning mentor. The contract will specify:

- Clear boundaries and expectations of the child's behaviour
- Which actions are not to be tolerated
- Specific 'stepped' sanctions which will be used should the misbehaviour continue

- Ultimately, exclusion (internal or external) may be used as part of the sanctions specified on the behaviour contract.

Please also see our Anti Bullying Policy

Exclusions

In cases of persistent unacceptable behaviour and where other sanctions/strategies listed above have been exhausted, the North Tyneside Exclusion – Good Practice guidelines will be followed. In some cases, internal exclusion will be used (child placed in another class for a specified time, usually one day)

Ultimately, external exclusion may be used, and be for a temporary fixed term (normally for a period of up to 5 days.) If necessary, permanent exclusion may be considered, in consultation with the Governing Body.

At all times, should there be a safeguarding issue related to poor behaviour, sanctions and strategies will always be discretionary, dependant on the severity of the behaviour.

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