

# Priory Rise School



## Behaviour Policy

Last Reviewed and Updated - June 2019

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## **1 Introduction**

At Priory Rise School we have very high expectations of behaviour and attitudes. We aim to positively promote good relationships and behaviour. We view parents as important partners in establishing, improving and maintaining high standards of behaviour and conduct. We view the school as integral to the community and recognise that our responsibilities can extend beyond the school boundary especially on the way to and from school.

We recognise that positive attitudes, values, excellent standards of behaviour and purposeful learning environment are important factors in promoting high attainment and in raising standards.

The underlying principles which form the basis of our policy are:

- We value and care for each and every individual in our school and there is a culture of mutual respect.
- Good behaviour is a collective responsibility for everyone in our school.
- Good behaviour is modelled and taught, recognised and praised.
- Good behaviour is reinforced and high self-esteem is promoted.
- There is a focus on both the rights and responsibilities of the child.
- Boundaries are clear and consistent.
- There is a positive school culture.
- There is a strong culture of positive values that pervade the whole school.
- Everybody has the right to feel safe.
- Children are treated as individuals.
- All staff are approachable and have high expectations.

## **2 School Aims**

We would like our children to:

- Achieve highly to the best of their ability and enjoy learning.
- Be caring, responsible, well behaved and polite citizens who are active members of our school community
- Be confident, happy and independent learners with high self-esteem.
- Understand how they learn and take responsibility for aspects of their own learning.
- Be confident users of modern technology.

## **3 Positive Learning Culture and Environment**

The organisation, quality of relationship and learning environment all play a vital role in promoting good behaviour in our school. We will:

- Create a school environment where children's successes are celebrated.
- Promote the building of positive and meaningful relationships between everyone.
- Model good behaviour, values and attitudes.
- Daily 'check-ins'/'check-outs'

- Provide opportunities for collaborative and co-operative work.
- Include discussions on moral values through assemblies, PSHE and the wider curriculum.
- Listen and respect the views of others – throughout all aspects of school life including curriculum time, circle time, PSHE, assemblies and during break times.
- Expect children to take responsibility for some tasks around the school and actively encourage good citizenship in the school and local community.
- Encourage children to take responsibility for their own learning.

## **In Practice**

In order to achieve our key principles and aims, in practice this means:

- All children are introduced to the Priory Rise Golden Rules.
- Golden Rules are displayed in every classroom and regularly revisited and reinforced in class, in assemblies and throughout the school day.
- Staff consciously give meaningful praise linked to the Golden Rules.
- The 'value' of the month is displayed centrally in school and in all classrooms.
- This value is explored throughout the course of each month in assemblies, PSHE and throughout the curriculum where appropriate.
- Staff are proactive in organising clear routines and seating which enable children to remain on task and focussed on their learning.
- Staff manage and organise their classrooms and teaching to ensure children are focussed on their learning.
- All staff establish a positive learning ethos.
- Teaching is interesting, pacy and interactive.
- PSHE, circle times and assemblies are used to reinforce models of appropriate behaviour.
- Classes identify adults for support using 'caring hands', where children use five fingers to represent five named adults that they could go to for support.
- The system of incentive and sanctions are made clear for all children. (Rewards that are earned are never taken away.)
- Time is made for discussion and listening.
- Building a culture of restorative practice.

## **4 Code of Conduct – Golden Rules**

Our Golden Rules based on all of our key principles are as follows:

- We show respect and care for each other and our school environment.
- We try our best at all times and take pride in our achievements and our school.
- We are polite, kind and helpful with each other.
- We are positive in everything that we do.
- We work and play together safely.

## **5 Incentives**

- There is a focus on intrinsic rewards. Staff give positive, meaningful praise – 'catch the children being good'.
- Tokens (stickers, marbles etc.) are rewarded when the class adhere to the Golden Rules positively, demonstrate school values and when individuals make a notable contribution.

- Each year group sets their own targets for the number of tokens to be achieved in order to earn their class 'reward'. Class rewards occur about every half term although for younger children this may need to be more frequently. The reward is discussed and negotiated with the children and may include – additional play time, a board games afternoon etc.
- 'Rising Stars' certificates are awarded each week to be presented in weekly Rising Stars Assemblies for those children who have 'excelled' in a particular area.

## **6. Dealing with Inappropriate Behaviour and Sanctions**

In dealing with any incidents of inappropriate behaviour, we believe firmly in communicating to the child that it is the behaviour and not the child as an individual that is being addressed. Maintaining children's self respect is important, and often a quiet word away from an audience can help to improve a child's behaviour. When a particular incident has already been dealt with and drawn to a conclusion with one set of sanctions/consequences and concluded by a member of staff, the child is not then sanctioned further by any other member of staff. All children are allowed and encouraged to learn from and move forward from incidents or behaviours which have been dealt with.

If we have any concerns about a child's behaviour we will discuss this in confidence with the parents at an early stage and ask for their support. It is the expectation of the school that parents will provide support at this stage and children demonstrate appropriate behaviours in line with our school values – in accordance with the Home School Agreement.

### **Strategies**

Possible strategies to encourage good behaviour and deal with inappropriate behaviour may include:

- Helping partners – using other children as positive partners in helping children to behave more appropriately. This might be particularly useful for playground behaviour.
- Using positive role models.
- Reinforcing good behaviours and drawing attention to these rather than focussing on negative behaviours.
- Involving the child in discussion – taking time to listen to then and communicate with them.
- Making time to deal with behaviour as soon as possible.
- Being proactive – perhaps moving children away from each other, giving 'time-out' at an early stage and trying to de-escalate a situation.
- Giving a child a choice may sometimes help to avoid a confrontation.
- Spending a short period away from the rest of the class can sometimes give 'breathing space' and help diffuse a situation.
- Employing a range of restorative practices – talking, discussing with children positive strategies and approaches to restore relationships and to learn from mistakes made.
- Acknowledging children's positive behaviour and moving their names up from being displayed on 'the Sun' to 'the Rainbow'.
- The use of 'Marvellous Me' celebration comments to parents.

### **Sanctions**

To encourage children to accept responsibility for their behaviour, procedures are clearly and regularly explained and reinforced in the classroom and during assemblies. We believe that every member of

our Priory Rise community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.



Our behaviour system is clearly explained to all children and the behaviour chart is clearly displayed in each class – see examples:

All children start each day on 'the Sun'. If children demonstrate positive behaviours, either social or academic, children's names may be moved up to the rainbow/star/hot air balloon/double rainbow (depending on each individual class). This represents acknowledgement of positive behaviours and choices made that are also acknowledged verbally and recognised with other class members. In addition, adults may send personal messages via Marvellous Me to share/celebrate these positive behaviours with parents.



Under normal circumstances, if a child displays challenging or inappropriate behaviour such as being defiant, rude, disruptive to the learning of others or disrespectful, then the behaviour chart should be used as follows:

- A verbal warning will be given
- If inappropriate behaviour continues, another warning will be given and the child will move their name down to the first cloud. A discussion will be had with the teacher, referring to the school Golden Rules and about making the right choices to improve behavior. A sanction may be actioned e.g. move the child to another table within the class or allow the child time to reflect within the class. (Discussions will be age appropriate) If the child makes the right choices and resumes appropriate behaviour they will return to 'the Sun'.
- If inappropriate behaviour continues and further warnings have to be given, the child's name will be moved to a further cloud – and finally onto the thunder cloud. At this point the child will be given time in a different classroom and a reflection sheet will be completed (either by the child or with an adult in the case of younger children). Sanctions may also include withdrawal of privileges – e.g. missing break or lunch time.
- Children missing break time/lunchtime, complete a personal, age appropriate reflection form following any particular incident and discuss this with an appropriate adult – e.g. senior teacher, class teacher, learning mentor – ensuring understanding of positive behaviours that can be employed on future occasions
- The child's name will return to 'the Sun' at the end of the school day ready for a new start every day.
- If a child is demonstrating behaviours where closer monitoring may be appropriate (i.e. a child is close to being put onto behaviour report monitoring), parents are informed that their child's behaviour has deteriorated and a discussion takes place to seek parental support and involvement.
- If a child has been on the 'thunder cloud' three times in the course of one week, they are referred to a senior teacher, parents are informed and they automatically go on report for a minimum of two weeks. Parents are informed at this stage, and once again, a discussion takes place to seek further parental support and involvement.
- Whilst 'on report', positive and negative behaviours are recorded on a Behaviour Report Monitoring Sheet which is monitored by a senior teacher at various key points throughout throughout the day. The Headteacher will also be involved at this stage.

- At the end of each week on report, children's behaviour is reviewed for the following week. Parents are regularly involved at this monitoring stage.
- If behaviours have significantly improved following two weeks of careful monitoring, children will no longer be monitored in this way and return to daily practice.
- If concerns continue the child may be referred to the SENCO and be put on the SEN register. (Please see the section below for more details of this.)

In some extreme circumstances, children may be automatically referred to a senior teacher or the Headteacher and put on report immediately where appropriate.

### **The Role of Parents**

We expect parents to support their child's learning and to co-operate with the school in developing positive behaviours for our pupils. We endeavour to build a supportive relationship and open dialogue between home and school and we inform parents, in accordance with procedures outlined above, if we have concerns about their child's welfare or behaviour. Equally, parents are strongly encouraged to initiate contact with the school if they have information or concerns that need to be brought to our attention. Initially, contact should be made with the class teacher. Should further support be required, Year Leaders, Assistant Heads, the Deputy Head and Headteacher may be called on to support, depending on each individual circumstance.

It is the expectation that most circumstances can be resolved quickly and easily as a result of positive liaison with class teachers and Year Leaders, who carefully monitor behaviours in individual classes and year groups.

## 7. Very Serious Breaches of the Behaviour Code or Persistent Poor Behaviour

At Priory Rise we consider any of the following to be very serious breaches of our Code of Conduct:

- Persistent bullying.
- Racist behaviour.
- Verbal or physical abuse.
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.
- Serious actual or threatened violence against another pupil or a member of staff.
- Wilful and deliberate damage to school premises or property.
- Bringing onto the school premises offensive, dangerous or illegal items or substances.
- Persistent and/or **defiant** and disruptive behaviour including persistent failure to follow instructions from staff.

In cases where there is a serious breach of the behaviour code the school will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example if the continued presence of the child on the premises constituted a risk to the safety, well-being or education of others. The school has a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of exclusion is a serious step, and is not undertaken lightly by the school. However, the school must consider the health, safety, well-being and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider exclusion.

There are four types of exclusion which the school may use:

- Internal exclusion – this is where a child is not permitted to work in their usual class. They may work alongside an adult on a one to one basis or work in another class away from their peers.
- Lunch time/breaktime exclusion – this may be used where the behaviour is confined to incidents within the break/lunch time period.
- Fixed term exclusion. A child may be excluded for a period of up to six school days. During this period the school sets work for the child to complete, and arrangements will be made to mark any work returned. The parents have a duty to ensure the supervision of their child during a fixed term exclusion and the child is not permitted to come onto the school premises for the period of the exclusion. Where a child is excluded for 6 days or more or where the number of excluded days in any one term exceeds 15 the governing body must meet to review the use of exclusion. Statutory regulations apply to exclusions of this kind.
- Permanent exclusion. This is a very serious step and is very much a last resort. Statutory regulations apply to permanent exclusions and the governors must meet within a specified time to decide whether or not to uphold the exclusion. Reference must be made to the relevant government guidance.

## **8. Physical Restraint and Searching**

All members of staff are aware of the regulations regarding the use of force in the management of pupil behaviour. Staff only intervene physically if it is absolutely necessary and all interventions are carefully recorded and reported to the parents of the children concerned. The actions that we take are in line with government guidelines on the restraint of children.

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- acting in a way that is counter to maintaining good order and discipline at the school.

The legislation also allows Headteachers to extend this authority beyond teachers to other members of staff. At Priory Rise School, we believe it is necessary for Teaching Assistants and Lunchtime Supervisors to also have this authority. We ensure that teachers across the school are trained in appropriate de-escalation of conflict and physical restraint techniques by qualified positive handling trainers.

Under common law, school staff can search pupils with their consent for any item. If a member of staff suspects that a pupil has a banned item in his/her possession, a pupil can be searched – in the presence of another member of staff and with only outer clothing being removed – without the pupil's consent. For less serious suspicions, we will not normally conduct a personal search, but reserve the right to do so if necessary. Any searches will be conducted by a minimum of two members of staff. One member of staff, who is the same sex as the pupil, wherever possible, will conduct the search whilst the other will bear witness.

## **9. Special Needs and Inclusion**

Unless formally disapplied from the National Curriculum, all children have equal access to the curriculum. The National Curriculum gives great emphasis to the importance of inclusion, and the need for teachers to plan to meet the needs of all children. Work is therefore planned to meet the needs of children through outcome, differentiated/varied work or through additional support. Children who have learning difficulties may at times present with behavioural difficulties. When supporting children with behavioural difficulties, teachers look closely at their work in order to ascertain if there is an underlying difficulty related to learning.

Where a child is considered to have significant or persistent behavioural difficulties, discussion at an early stage takes place with the SENCO and the MK Inclusion and Intervention team. The Milton Keynes SENDIS team can be drawn on to support and guide children with behavioural difficulties. In addition support will be enlisted from the Learning Mentors and where appropriate our school SENCO. Where a child is at risk of exclusion it may be appropriate to instigate a CAF and/or a Pastoral Support Programme.

## **10. Equal Opportunities**

At all times we will ensure that all children are treated fairly and equally. We will ensure that there is no bias in our policy or the way we deal with rewards or sanctions.

## **11. Staff Training and Support**

We will keep under review our SEN provision and the training needs of all staff. Training will be provided as appropriate to individual members of the staff or the whole staff team as appropriate.

## **12. Review/Monitoring**

Serious breaches of the Behaviour Policy are reported to the Governing Board Curriculum Committee who review the policy on an annual basis.

Different areas of the school are reviewed by the Senior and Middle Leadership Team every term. This is tracked and reviewed by the Deputy Head on a termly basis. Actions are swiftly put into place to address any issues raised.

## **13. Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25-6>.

The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.

<http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>

Legislative links Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2006

School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

## **Appendix 1 – Anti-Bullying Policy**

We do not tolerate any form of bullying at Priory Rise School and take firm action to deal with any incidents of any form of bullying. We define bullying as:

- deliberate behavior by an individual or group, usually repeated over time, that intentionally hurts another group or person either physically or emotionally.

We are clear to recognise and establish the differences between occasional minor disagreements that occur between children and those of bullying.

Our principles in dealing with bullying are as follows:

- We all have the right to feel safe at all times.
- There is nothing so big or so small that we can't talk to somebody about it.
- We are all responsible for our actions and must accept the consequences of those actions.

### **Promoting a Bullying Free Culture**

In order to prevent bullying from occurring we actively promote a bullying free culture at our school. We do this in the following ways:

- Staff model positive behaviour.
- Staff consider children's concerns and take them seriously.
- Positive behaviour is noticed, acknowledged and praised.
- Circle times are used to reflect on and promote positive relationships.
- Anti-Bullying Week is recognised and promoted in November each year through assemblies and PSHE
- Children use 'caring hands' to identify adult support.
- Weekly time is dedicated to regular circle time and PSHE lessons.
- Assemblies are used to promote positive relationships.
- Special programmes are used to help and support individuals and groups.
- School has an On-line Safety Policy.

### **Forms of Bullying**

Bullying can take many forms – it can be physical or emotional. Bullying may include:

- Persistent name-calling.
- Threatening physically or verbally.
- Isolating another child or making them feel unhappy in any way.
- Spreading rumours or malicious gossip.
- Making other children do things they don't want to.
- Taking or damaging other children's property.
- Cyber bullying.

## **Signs of Bullying**

We impress on our children that if they feel unhappy or threatened they need to speak to someone as soon as possible. We also ask parents to contact the school immediately if they suspect or know that bullying is occurring. Sometimes children do not report bullying, however, their behaviour may indicate that they are unhappy at school and may be being bullied. Signs to look out for:

- A child is unwilling to come to school or even make the journey to school.
- A child's behaviour changes – they become withdrawn, aggressive or even appear depressed.
- A child is reluctant to join in activities which they have previously enjoyed.
- A child seems to have things go missing such as items of school equipment.

## **Taking Positive Action**

When alerted of bullying we take immediate positive action and appropriate measures to ensure that this stops. This will always involve discussion with parents at the earliest opportunity and all incidents are fully investigated. A range of strategies is used to support any victims of bullying and children are supported throughout by their class teacher, senior staff and where appropriate other members of staff in the school. Where appropriate, outside agencies may be involved to provide further advice and/or support.

We also support children who have been responsible for bullying others and help them to appreciate the impact their behaviour has had on others.

Our approach to dealing with bullying behaviour is as follows:

- We separate the child from the behaviour – in other words it is the behaviour that has been a problem not the child.
- We focus on the child taking responsibility for their actions and that there is always a choice about how to behave and what actions to take.
- We talk to the child about how they felt when they were bullying and what led to this behaviour.
- We help the child to cope with situations in different ways, helping them to find different ways of dealing with difficult emotions or situations.

At Priory Rise we help children to develop preventative strategies to avoid bullying situations and this is underpinned by our Behaviour Policy. In all cases of bullying a Serious Incident form is completed which records details of the incident and the action taken in response.

## **Appendix 2 – Uniform Policy**

At Priory Rise we would like all children to take pride in their appearance and all children are expected to arrive for school smartly dressed in their school uniform. We believe a uniform helps to establish a strong group identity and purposeful learning environment. The school will work with parents to make sure that the correct uniform is worn.

### **Winter Uniform**

- Royal blue sweatshirt/sweat cardigan with Priory Rise logo
- White polo shirt with or without Priory Rise logo
- Dark grey trousers/skirt/pinafore dress
- Royal blue fleece with Priory Rise logo (optional)
- Grey, white or black socks or tights

### **Summer Uniform**

As above with the option of:

- Royal blue checked summer dress
- Dark grey school shorts

### **Footwear, Jewellery and Hair**

- Sensible black shoes (trainers are not permitted)
- Jewellery, nail varnish or make-up is not permitted with the exception of a watch. However, children with pierced ears may wear one sleeper or stud in the lobe of each ear
- Parents are asked to ensure children's hair styles and hair accessories are appropriate for school and in keeping with the spirit of the Uniform Policy. Extremes of hairstyle including bright colours, tramlines and shaved heads are not permitted.

### **PE Kit**

- Royal blue shadow stripe shorts
- Round necked plain white T shirt or plain royal blue T shirt
- Black plimsolls or suitable trainers
- A plain navy or black tracksuit may be worn during the winter months for outdoor work (optional)
- A *change* of socks will also be needed

Children need to bring their PE kit to school in a named drawstring bag. In the hall children work in bare feet and all watches must be removed. We ask that either children do not wear ear-rings to school on the days they have PE or that they cover them with a plaster or micropore tape brought from home. For safety reasons, long hair should be tied back and therefore children should bring a suitable band from home for this.

## Nursery Uniform

- Royal blue sweatshirt with or without the Priory Rise logo
- White polo shirt with or without the Priory Rise logo
- Plain dark bottoms – e.g. black, grey, navy

Parents of all children are asked to ensure that all clothing is named so that lost items can be quickly returned to their owner.

## Clothing Suppliers

The Governing Board of Priory Rise School is committed to ensuring value for money with our uniform suppliers and will keep arrangements under review to ensure continued quality and value for money. Following detailed information received from a number of uniform suppliers we have decided that for the **embroidered sweatshirts, sweat cardigans, PE uniform items, optional embroidered polo shirts and optional fleeces** that Kedaph Schoolwear represents the best value. In considering our choice of uniform supplier we took into account the following issues:

- Overall cost
- Quality of clothing
- Washing instructions and resistance to fading
- Ease of availability for parents
- Ease of purchase

The embroidered sweatshirts, embroidered sweat cardigans, embroidered polo shirts, fleeces and PE kits can be purchased directly from Kedaph Schoolwear via the link on the school website or by visiting their shop, located on Lennox Road, Bletchley, MK2 2HH. The remaining uniform items such as trousers, skirts and plain polo tops may be purchased either at the Kedaph shop or at a wide variety of stores.

## Items for Purchase at School

Priory Rise will also stock the following items which will be on sale at the school. Order forms are available from the school office or can be downloaded from our school web-site. Please note that payment must accompany all orders. Again, in selecting our suppliers we have taken into account value for money and quality of the articles, and all clothing supplied by the school is on a non-profit basis.

- PE drawstring bags
- Book bags

We very much appreciate parents' support in ensuring children arrive smartly dressed in their appropriate school uniform and thank you in advance for this.

Any requests for any exceptions to the Uniform Policy regarding the wearing of items of religious significance must be made to the Headteacher in advance. Each request will be considered on an individual basis.