



School Policy Document

Behaviour Policy

Date Adopted by Full Governing board: 17 October 2019

Last reviewed on: 17 October 2019

Next review due by: 31 October 2022

1. Introduction

- 1.1. Pinner Park Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline.
- 1.2. The emphasis is on kind and respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Rights Respecting School

- 2.1. Pinner Park Primary School is a Rights Respecting School. We seek to place the UN Convention on the Rights of the Child (UNCRC) at the heart of our ethos and curriculum. A Rights Respecting School not only teaches about children's rights; it also models rights and respect in all its relationships, whether between children or between children and adults.
- 2.2. We have identified the following articles from the UNCRC as being of particular relevance in formulating this behaviour policy:

- Article 3: The best interests of the child must be a top priority in all actions concerning children
- Article 12: Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously
- Article 28: Every child has the right to an education, which should be free. Discipline in schools must respect children's human dignity
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

3. Aims of the policy

- 3.1. To create a culture of exceptionally good behaviour: for learning, for community, for life.
- 3.2. To ensure that all children are treated fairly, shown respect and to promote good relationships.
- 3.3. To refuse to give learners attention and importance for poor conduct.
- 3.4. To help children take control over their behaviour and be responsible for the consequences of it.
- 3.5. To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- 3.6. To promote community cohesion through positive relationships.
- 3.7. To ensure that excellent behaviour is a minimum expectation for all.

4. Purpose of the policy

- 4.1. To provide simple, practical procedures for staff and children that:
- Recognise behavioural norms.
 - Positively reinforces behavioural norms.
 - Promote self-esteem and self-discipline.
 - Teach appropriate behaviour through positive interventions.

5. Key Approaches

- 5.1. Our Behaviour Policy is based on the following key approaches:
- Rooted in our behaviour code: Ready, Respectful, Safe and Kind.
 - Consistent, calm adult behaviour.
 - Relentless routines.
 - First attention for best conduct.
 - Scripting difficult conversations.
 - Restorative follow up.
- 5.2. Consistency is at the heart of our approach and it lies in the behaviour of adults and not simply in the application of procedure. Consistency must be apparent through every interaction on behaviour.
- 5.3. We aim for learners to feel treated as valued individuals; treated with respect and kindness.

6. Expectations of Every Adult

- 6.1. We expect **every adult** to:
- Meet and greet at the door.
 - Refer to 'Ready, Respectful, Safe and Kind'
 - Model positive behaviours and build relationships.
 - Plan lessons that engage, challenge and meet the needs of all children.
 - Use a visible recognition mechanism throughout every lesson (eg. recognition boards).
 - Be calm and give 'take up time' when going through the steps. Prevention strategies before sanctions.
 - Follow up every time, retain ownership, and engage in reflective dialogue with children.
 - Never ignore or walk past children who are behaving badly.

7. Middle leaders

7.1. Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

7.2. Middle leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of recognition Boards, positive notes, positive messages and positive phone calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

8. Senior Leaders

8.1. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

8.2. Senior leaders will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing children with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

9. Recognition and rewards for effort

- 9.1. We recognise and reward children who go 'over and above' our standards.
- 9.2. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.
- 9.3. The use of praise is the key to in developing a positive atmosphere in the classroom. It supports the development of positive relationships, including with those children who are hardest to reach.
- 9.4. The following rewards are used school-wide:
 - Verbal praise
 - Visible rewards (for example, stamps and stickers)
 - Pinner Park 'Pinner's'
 - Certificates and awards
 - Recognition boards
 - Positive notes, positive messages and positive phone calls
 - Special treats (eg. 'Best seats in the house' or 'Hot Choc Friday')

10. Managing Behaviour

- 10.1. Our primary aim is to enable engagement with learning for all children.
- 10.2. For the vast majority of our learners a gentle reminder is all that is needed.
- 10.3. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, this should be considered the exception.
- 10.4. Practical steps should always be gone through with care and consideration, taking individual needs into account where necessary.
- 10.5. We will always seek to praise the behaviour we want to see.
- 10.6. We aim not to give attention to poor behaviour (and in doing so, not rewarding attention seeking behaviours).
- 10.7. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

11. Practical steps in managing and modifying poor behaviour

- 11.1. Children are held responsible for their behaviour.
- 11.2. All adults will deal with behaviour without delegating.
- 11.3. All adults will use the following steps for dealing with poor conduct.

1	Redirection	Gentle encouragement, a 'nudge' in the right direction, 'quick checks', small act of kindness
2	Reminder	A reminder of the expectations - Ready, Respectful, Safe and Kind - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3	Caution	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations - Ready, Respectful, Safe and Kind.
4	Time out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, alongside a reminder of the expectations - Ready, Respectful, Safe and Kind.
5	Internal Referral	At this point the learner will be referred internally to another room for the remainder of the lesson. All internal referrals must be recorded.
6	Reparation	A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.
7	Formal Meeting	A meeting with the teacher, child and middle/senior leader, recorded with agreed targets that will be monitored over the course of two weeks.

12. Children with special educational needs or disability (SEND)

- 12.1. For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.
- 12.2. For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school.
- 12.3. Children with SEND will be supported through individual plans, which may include one or more of the following:
 - 'Assess, Plan, Do, Review' summary
 - SEND Plan
 - Behaviour Improvement Plan
 - Pastoral Support Plan

13. Working with parents

- 13.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 13.2. We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.
- 13.3. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.
- 13.4. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the leadership team.

14. Fixed-term and permanent exclusions

- 14.1. In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a fixed term or permanent exclusion. Alternatives to exclusion will always be considered.
- 14.2. Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 14.3. If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.
- 14.4. The headteacher informs the Local Authority and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 14.5. The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.
- 14.6. The governing board has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.
- 14.7. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.
- 14.8. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

14.9. Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

15. Physical intervention and reasonable force

15.1. There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

15.2. The school has a separate policy on the use of physical intervention and reasonable force.

16. Linked Policies

16.1. The positive behaviour policy operates in conjunction with the following policies

- Anti-bullying
- Child protection and safeguarding
- Physical intervention and reasonable force
- Health and safety
- Teaching and learning
- SEND and inclusion
- Equalities

17. Search for, and confiscation of, inappropriate items

17.1. A member of staff may confiscate, retain or dispose of a pupil's property. The member of staff has no liability for damage to, or loss of, any confiscated items.

17.2. A member of staff has the power to search, without consent, for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

17.3. Confiscated items will be returned to the child's parent unless the headteacher deems it necessary to refer the item to an external agency, such as the police.

18. Monitoring

- 18.1. The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 18.2. The school keeps a variety of records of incidents of misbehaviour.
- 18.3. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- 18.4. It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.



PINNER PARK PRIMARY SCHOOL

BEHAVIOUR BLUEPRINT

ADULT BEHAVIOUR

- Calm, consistent and fair
- Give first attention to best conduct
- Relentlessly bothered
- Meet and greet with a smile
- Recognise over and above

FOUR RULES

**Ready
Respectful
Safe
Kind**

OVER AND ABOVE

- Pinner's
- Certificates and awards
- Notes, messages and phone calls home
- Recognition board/display
- Special treats (eg. 'Hot choc Friday' or 'Best seats in the house')

STEPPED SANCTIONS

1. Redirection
2. Reminder
3. Caution
4. Time out
5. Internal Referral
6. Reparation
7. Formal Meeting

Numerous 'quick checks', redirections and reminders to have taken place before moving to a caution.

MICROSCRIPT

I've noticed that...You know the school rules ready, respectful, safe and kind. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening.

RESTORATIVE QUESTIONS

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

RELENTLESS ROUTINES

Thank you

Always on time

Be kind

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Before the following steps take place, there will have been a number of 'quick checks', redirections and acts of kindness.

The reminder

A reminder of the expectations for learners - Ready, Respectful, Safe and Kind - delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Reminder: Ready, Respectful, Safe and Kind
- Walk away from the learner; allow him or her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

The following micro-script is encouraged:

"I've noticed that...You know the school rules ready, respectful, safe and kind. Can you remember when I phoned home when you...and how that made you feel? I expect you to...Thank you for listening."

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Reminder: Ready, Respectful, Safe and Kind
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. This will be the exception and, three minutes should be considered the maximum time.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff should escort the learner to another workspace.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Pinner Park Primary are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The staff member will reaffirm their commitment to building a trusting relationship. Staff members will take responsibility for leading reparation meetings, Middle Leaders will support when requested.

Monitor

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Pinner Park Primary we make sure that this is done discreetly.