



School Policy Document

Behaviour Policy

Date Adopted by Full Governing board: 17 October 2019

Last reviewed on: 19 May 2022

Next review due by: May 2025

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. School Leaders

- 7.1. Senior leaders (including year leaders and 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.
- 7.2. School 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 other 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.

8. Recognition and rewards for effort

- 8.1. We recognise and reward children who go 'over and above' our standards.
- 8.2. 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.
- 8.3. 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.
- 8.4. 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

9. Managing Behaviour

- 9.1. Our primary aim is to enable engagement with learning for all children.
- 9.2. For the vast majority of our learners a gentle reminder is all that is needed.
- 9.3. 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.
- 9.4. Practical steps should always be gone through with care and consideration, taking individual needs into account where necessary.
- 9.5. We will always seek to praise the behaviour we want to see.
- 9.6. We aim not to give attention to poor behaviour (and in doing so, not rewarding attention seeking behaviours).
- 9.7. 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.

10. Practical steps in managing and modifying poor behaviour (including sanctions)

- 10.1. Children are held responsible for their behaviour.
- 10.2. All adults will deal with behaviour without delegating.
- 10.3. 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.

- 10.4. The 'stepped sanctions' outlined above will be used to support positive behaviour from all students. One or more of the following sanctions may also be used:
- Break time, lunchtime or after school detention
 - Individual supervision at breaks and/or lunchtimes
 - Behaviour report card or target card
 - Removal from a lesson
 - Internal exclusion from one, some or all lessons for a period of time
 - External suspension and exclusion (see below)
 - A ban from participating in school trips
 - A ban from participating in certain activities in school, following a risk assessment.
 - Bans from recreational areas
 - Managed move/respite period at another school (see below)
- 10.5. Parental consent is **not required** for any sanction issued; however, we will endeavour to keep parents informed regarding their child's behaviour and we will always inform parents of detentions after school. This may be by telephone call, email or letter.
- 10.6. Guidance on the use of sanctions is included in the appendices.

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

- 11.1. 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.
- 11.2. For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school.
- 11.3. 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. Suspensions 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 suspension (fixed term exclusion) or permanent exclusion. Alternatives to exclusion will always be considered.
- 14.2. Only the headteacher has the power to exclude or suspend 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 suspension into a permanent exclusion, if the circumstances warrant this.
- 14.3. If the headteacher suspends or excludes a pupil, he informs the parents immediately, giving the reasons. 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 suspensions (fixed-term exclusions) beyond five days in any one term.
- 14.5. The governing board itself cannot either suspend / exclude a pupil or extend the suspension 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 a suspension or permanent 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 suspension 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. Off-site provision and managed moves

15.1. Maintained schools have the power to direct a pupil off-site for education to improve their behaviour. If required, the school will apply these actions.

- Identify a suitable alternative provision provider
- Agree with the alternative provider the proposed length of time needed
- Agree with the alternative provider measurable targets that the pupil can work towards during their stay. These targets will be both pastoral and educational
- Make arrangements to return the pupil back to school and support them to reintegrate
- Inform parents, giving clear information about the placement including why, when, where, and how it will be reviewed
- Keep the placement under review and involve parents in the review

15.2. A pupil may transfer to another school as part of a 'managed move', where this occurs with the consent of the parties involved, including the parents and the admission authority of the school.

16. Physical intervention and reasonable force

16.1. 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.

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

17. Linked Policies

17.1. 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

18. Search for, and confiscation of, inappropriate items

18.1. 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.

18.2. 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.

18.3. 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.

19. Record Keeping and Monitoring

19.1. The class teacher will keep their own records of rewards and sanctions for their own purposes.

19.2. More serious, or repeated, poor behaviour choices will be recorded on CPOMS.

19.3. When recording on CPOMS we will endeavour to include:

- | | |
|-----------------|---|
| A – Antecedent | What led up to the behaviour? |
| B – Behaviour | A clear description of the behaviour |
| C – Consequence | The outcome of the behaviour and how it was followed up |

19.4. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

19.5. 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.

19.6. The headteacher monitors the effectiveness of this policy. He also reports to the governing board on the effectiveness of the policy and makes any recommendations for further improvements.



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

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, School Leaders (year group leaders and senior 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.

APPENDIX 3 | ABC GUIDANCE

ABC is used to record information about a particular behaviour. The aim of using ABC is to better understand what the behaviour is communicating.

A is for antecedent

This is the event or events which occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment. It may also include a particular trigger for the behaviour.

B is for behaviour

An objective and clear description of the behaviour that occurred is really helpful. For example, 'X threw item on the floor' or 'X left the classroom without permission, when he had been asked not to'.

C is for consequence

A clear description of what occurred after the behaviour of the behaviour e.g. children moved away from X, noise levels in the room decreased. Consequence is not the same as sanction. Consequence helps to understand what happened as a result of the behaviour. Sanctions are recorded but the consequence might include the reaction of other children, what happened in class and so on. This helps to understand any possible driver or trigger for the behaviour.

For some children we may keep an 'ABC chart' for a time period. This may be for general behaviour or, more likely, may focus on one or two specific behaviours.

Recording behaviour on numerous occasions, or over time, can help check for triggers or situations where the behaviour is most likely to occur. For example:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

Having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour this can help us to develop a plan for an individual, group or class:

- What alternative or more appropriate skill can you teach the child in order to eliminate their need to engage in this behaviour?
- What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
- How have you addressed the need that the child was trying to communicate?
- Is there any need for a reward / incentive scheme in the short-term?
- Have you communicated your plan to everyone who will be caring for the child?

APPENDIX 4 | PRACTICAL STEPS IN MANAGING BEHAVIOUR – EXAMPLES OF BEHAVIOURS AND STEPS / SANCTIONS

The following guidelines have been created to support the management of behaviour at Pinner Park. They are designed to supplement the ‘stepped sanctions’ in Appendix 2, not to replace them. Depending on the nature of an incident a child may be given an immediate consequence that is higher. Likewise, a pupil with SEND or a specific need may have a different, documented approach to supporting their behaviour. Skill and professional judgement should be used at all times.

Always remember that our primary aim is to enable engagement with learning for all children. For the vast majority of our learners a gentle reminder is all that is needed.

Examples of Behaviour (this is not an exhaustive list)	
Level A	Misbehaviour in class e.g. talking, off task, interrupting others, not following instructions, disrupting learning, lateness to lesson, not moving around the school quietly, incomplete or inadequate homework (first offence) At play or lunch: Shouting in the lunch hall, using the incorrect door or corridor, being in an out of bounds area, dropping litter, not putting equipment away. Redirection and reminders.
Level B	Continued ‘Level A’ behaviour Caution and Time Out.
Level C	Persistent misbehaviour and failure to respond to warnings in the lesson (or a series of lessons), dangerous behaviour (may be higher level depending on incident), inappropriate language, incomplete or inadequate homework (repeated) At play or lunch: After redirections and reminders, repeated ‘play’ fighting, unsporting behaviour, not following play safety rules, or unsafe play with playground equipment. Record ABC on CPOMS. Contact with parents. Possible involvement of year leader.
Level D	Failure to respond to ‘Level C’ warnings in the lesson (or a series of lessons), swearing or disrespectful gestures, persistent failure to complete homework, refusal to follow reasonable instruction of a member of staff (low level defiance), not giving in mobile phone or using mobile phone on school site without permission, bringing in prohibited items or being in possession of those. At play or lunch: Throwing food, removing cutlery from the hall, refusing to come into the hall to eat lunch. Record ABC on CPOMS. Internal referral to phase leader.

Level E	<p>Failure to respond to 'Level D' warnings, deliberate refusal to follow reasonable instruction of a member of staff (higher level or confrontational defiance), vandalism (including graffiti), leaving a lesson without permission, walking away from any member of staff, refusal to hand over prohibited items, behaviour likely to incite disorderly conduct in school including inappropriate expression of extremist views, malicious use or misuse of IT, including mobile phone (in or out of school)</p> <p>Record ABC on CPOMS. Class teacher (supported by phase leader, where needed) to meet with parents.</p>
Level F	<p>Failure to respond to 'Level E' warnings, theft, violent conduct (whether provoked or not), bullying or intimidation, inappropriate sexual behaviour and / or sexual harassment (may be immediately at Level G depending on incident), verbal abuse of staff, swearing at or about any member of staff or intimidating behaviour towards staff. Interfering with health and safety equipment (including fire safety equipment).</p> <p>Record ABC on CPOMS. Referral to head or deputy. Contact with parents. Possible internal exclusion.</p>
Level G	<p>Persistent failure to comply with school behaviour policy, putting a member of staff at risk, violent conduct (unprovoked, premeditated or arranged) towards staff or students, possession or distribution of prohibited items or illegal substances, persistent bullying, serious assault, putting the health and safety of the school community at risk (inside or outside of school), possession of an offensive weapon or an imitation weapon and any behaviour that is deemed serious enough by headteacher or deputy headteacher</p> <p>Record ABC on CPOMS. Head or deputy. Internal exclusion / suspension / permanent exclusion / off-site direction / managed move</p>