

PERRYMOUNT PRIMARY SCHOOL



Perrymount Primary School
Growing together, learning forever.

Positive Behaviour Policy

October 2021 – review date September 2024

Promoting Positive Behaviour Policy

Rationale

At Perrymount, we believe that a community is most welcoming and cohesive when ALL of its members understand what is expected of them, and each person takes responsibility for their actions at all times. As children learn by example, we expect all staff to model positive relationships and behaviour around our school. Our high expectations of behaviour apply both to our pupils and to staff whilst in school or out on educational visits.

We believe that all behaviour is communication and we aim to be reflective practitioners who seek to understand children's actions and support them in becoming global citizens who respect themselves and others.

This is our Behaviour Policy. At our school, we fully recognise the importance of providing support systems for ALL our pupils and particularly for those who are involved in incidents be they responsible for, or victims of, an incident. We believe that behaviours are learnt and therefore positive learning behaviours can be learnt through practice and reward.

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- To make our school a safe and happy place for all children so that each child can learn and achieve to the best of their ability
- To help each child develop and understanding for the need to care for others, the importance of kindness, honesty and tolerance, including perseverance where appropriate
- To help each child respect others and form good relationships with them, in particular to appreciate various cultural and social backgrounds within our school and wider community.
- To help each other respect their own and others' work or property, both in and outside of school
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Unacceptable behaviour is defined as:

- Running, climbing and throwing things in undesignated areas
- Name calling, mimicking, teasing, swearing, insulting people or their family
- Play fighting
- Deliberately hurting others or their feelings
- Wearing offensive badges or insignia
- Graffiti
- Bringing money and other valuables into school without permission
- Eating sweets or gum
- Telling offensive jokes or taunts
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Peer on Peer abuse
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, comments about sexual reputation 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

Perrymount has a whole-school proactive approach towards preventing bullying which involves explicitly teaching lessons around bullying, including the role of the bystander and body language and assertiveness can play a huge role in preventing bullying. We also promote anti bullying week through assemblies and classroom activities and strive to provide a culture where children feel safe to share their feeling and experiences.

Bullying incidents are recorded on the schools 'My Concern' safeguarding programme so that perpetrators and victims are tracked.

4.1 Peer on Peer Abuse

Peer-on-peer is defined as **sexual abuse that happens between children of a similar age or stage of development**. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a). It can be harmful to the children who display it as well as those who experience it.

Peer-on-Peer/child on child abuse can be motivated by perceived difference e.g. on ground of race, religion, gender, sexual orientation, disability or other differences.

Peer on Peer abuse is most likely to include, but may not be limited to

- Bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse?)
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

As with bullying, this particular type of behaviour is recorded separately. Thankfully, at Perrymount cases are few but where they do occur it is thoroughly investigated. In such instances, the matter will be addressed and resolved but it will also be explained to the child why it is not bullying. Any adult witnessing an incident or where an incident is reported to them must follow the agreed procedure.

Bullying and Discrimination procedure

- Stop the incident and comfort the pupil who is the victim
- Reprimand the aggressor and inform the victim what action has been taken
- If the incident is/was witnessed by other pupils, tell them why it is wrong
- Report the incident to the Headteacher or deputy Headteacher and inform him/her of action taken.
- Log the incident on 'My Concern'.
- Inform the class teacher(s) of both the Victim and the aggressor
- Punishment and support – in the first instance, the aggressor would miss a playtime, if the actions are repeated this would lead to taking away privileges, being placed on Headteacher's report and could lead to eventual exclusion
- To the victim, support through the Learning Mentor is given, and if further support is needed outside agencies would be consulted
- Both sets of parents/carers to be informed as appropriate
- Where necessary and the law is broken, the incident will be reported to the police.

5. Roles and responsibilities

5.1 The governing body

The governors are responsible for reviewing and approving this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body,

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

5.4 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

6. Pupils

Acceptable behaviour

We believe it is vital that children and staff respect each other and the environment in which we work. At Perrymount, we have agreed upon the following values as a way of explicitly reflecting our ethos of everyone being a world citizen who needs to respect and care for each other's feelings and environment.

January	Positivity
February	Love
March	Honesty
April	Freedom
May	Perseverance
June	Thoughtfulness
July	Co-operation
September	Responsibility
October	Respect and Pride
November	Kindness
December	Peace

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 around the school quietly and in a sensible manner
- 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

Perrymount's Everyday Values are:

Show respect



Take Responsibility



Always make the right choice



7. Rewards and sanctions

Low levels of self-esteem contribute to negative behaviours being displayed. Therefore, at Perrymount we work hard to raise self-esteem of our pupils through praise, recognition and rewards when appropriate. We promote a caring culture where pupils are respected and listened to, they are seen as individuals with strengths and talents and we avoid stereotyping or generalising about a child. Adults use pupils' first names and speak to them, as they would expect to be spoken to themselves. By doing this we are modelling our expectations and recognising their individuality and needs.

Praising children raises their self-esteem. It should be specific and not general and be given to an individual for meeting high expectations. NB: some children may not like public praise.

7.1 List of rewards and sanctions

Rewards come in many forms and can be given for good behaviour, learning and achievement

Rewards used at Perrymount include the following

- Verbal praise to individuals and groups
- Sent to another adult for further praise and a celebration of their success
- Phone calls or texts home
- Certificates

Tangible rewards:

(NB: these must be given along with specific praise as they only act to reinforce such praise, not replace it)

- Extra responsibilities
- Identified privileges
- School Buddy – Year 6
- Free time...choice
- An edible reward – sweets must only be used occasionally as a whole class treat.
- Stickers
- Points systems, working towards an agreed reward for a group/table/individual
- Luck-dip box
- House points

All teacher will have a clear reward system in place in their classrooms, which can be used by all staff to enhance their relationships with the class. In KS1 and KS2 it is the use of a colour-coded system for ensuring pupils maintain positive behaviour.

Support staff need to be aware of the range of rewards offered within each class they work in so that they can reward pupils consistently. The highest amount of house points a child should receive at any one time is 10.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

Proportionate

Considered

Supportive

Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

Taking part in any school-organised or school-related activity (e.g. school trips)

Travelling to or from school

Wearing school uniform

In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

Could have repercussions for the orderly running of the school

Poses a threat to another pupil or member of the public

Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

At Perrymount, we believe that a community is most welcoming and cohesive when ALL of its members understand what is expected of them, and each person takes responsibility for their actions at all times. As children learn by example, we expect all staff to model positive relationships and behaviour around our school. Our high expectations of behaviour apply both to our pupils and to staff whilst in school or out on educational visits.

We believe that all behaviour is communication and we aim to be reflective practitioners who seek to understand children's actions and support them in becoming global citizens who respect themselves and others.

Low-level disruption can affect pupils' learning. We seek to minimise this disruption through our planning of lessons and consistent approach to behaviour management.

Records

Unacceptable behaviour is recorded by making a note in the class logbook. The log is for recording behaviour that has necessitated the child being sent to another classroom or DHT /HT. Each event dated and timed so a picture can be built up.

Some children will require a behaviour log if negative behaviours are ongoing and frequent. The DHT or HT will monitor this

As a guide as to which behaviour meets which sanction we have a behaviour grid that we follow. (See appendix 1)

Behaviour logs are monitored weekly by the learning mentor and, where appropriate, specific children's profiles are raised with the DHT or HT.

The Headteacher logs behaviour, which involves bullying, or discrimination. These incidents are reported on a termly basis to the school governors.

Reacting to undesirable behaviour

Initially all staff will use low level strategies with clear rule reminders

These include:

- | | |
|--|---|
| • Catch them being good | Praise them |
| • Use positive cues | Praise someone nearby |
| • Use physical proximity | Move nearer the child |
| • Use questions to refocus | Do you know what you should be doing. |
| • Private repeat directions | The whisper |
| • Acknowledge and redirect | I know they are talking but I need you to ... |
| • Give a clear rule reminder | Remember we ... (refer to rule) |
| • Give a clear choice | If you choose to ... I will have to ... |
| • Tactical ignoring | Always praise another nearby |
| • "When you ... Then I will..." | |
| • Child refuses e.g., "You can't make me!" | Reply, "No I can't but I would like you to finish that work in 5 minutes or I will have to ..." |

Always allow compliance time before following up or applying sanction.

If an adult decides that a child must miss a portion of their playtime then they must supervise them in a classroom. The child should sit silently for the agreed time. No child should be placed outside the staff room.

Following an incident

Staff will take every opportunity to rebuild their positive relationship with the pupil and talk through the incident to help the child reflect on their actions and avoid acting in this way in the future

Questions to ask:

- What rule did you break?
- What would have been a better choice?
- Can you remember a time when you acted in a different way?
- What can I do to help you ... make this better choice?

All staff are committed to:

- Take opportunities through the normal course of a school day to teach pupils positive behaviour. This will be more formally explored through personal social and citizenship education.

- As a staff, we teach children to be reflective and appreciate how their actions make others feel and enable them to be assertive when they feel unhappy about another's behaviour towards them.
- Plan to engage pupils in appropriate learning opportunities that are suitably differentiated to match their talents, disposition and abilities.
- Take every opportunity to praise positive behaviour verbally.
- Use low-level initial strategies to manage behaviour as detailed earlier.
- Follow up incidents and apply sanctions and rewards fairly and consistently.
- Keep parents informed (in line with our behaviour grid) of a child's behaviour, especially repeated low-level behaviour, which cumulatively will affect learning and achievement.
- Refer to and apply our agreed rules fairly and consistently. These will be shared with pupils at the beginning of term and displayed prominently in each classroom.
- Refer to the rules when reminding children of our community's expectations.

- Record behaviours as agreed in this policy so that parents can be informed and leadership can track patterns of behaviour and support our pupils.

Some pupils may need a more detailed behaviour book. This will include the keeping of a behaviour log, which all staff can contribute to so that a fair assessment of a pupil's behaviour can be formed, both the positives as well as those areas causing concern.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

Create and maintain a stimulating environment that encourages pupils to be engaged

Display the school and their own classroom rules

Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.2 Positive handling

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

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

8.4 Pupil support

The school recognises its 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. 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.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governors annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governors annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

Safeguarding

Inclusion

Equality and Diversity

Teaching and Learning

Positive Handling

Level 1

Telling tales
Poking and pinching
Commandeering
Interrupting teacher
Not taking turns
Withholding attention
Chewing gum
Setting own agenda, being contrary
Silly noises
Pushing in line
Calling out

Low level positive strategies as detailed in policy

Move to level 2 if repeated Give warning that next occasion level 2 sanctions will apply

Pupils who have an **agreed time out strategy** should have this implemented **NOW**

Level 2

Play fighting
Lying
Flouting rules
Winding up other pupils
Name calling
Ignoring
Accidental damage through carelessness
Cheek, off-hand comments
Swearing
Abuse of equipment

Time away from others with timer 5 mins in class (Rec/Y1 – 3 mins)

Move to level 3 if repeated (e.g. 3 times in one day) give warning that next occasion level 3 sanction will apply

Up to 5 minute's loss of playtime or completing work that is unfinished at playtime or at home. **(with class teacher)**

Record in behaviour log If part of an on-going pattern of behaviour

Involvement of Learning Mentor in positive management and guidance

Level 3

Threatening others
Tripping, slapping
Deliberate breakage
Walking out of class
Refusal to do work
Disturbing the learning of others
Refusing to carry out requests
Abuse (racial, gender, peer, on peer, religious orientation)
First offence

Send to paired class with work for 10 mins
Up to loss of whole playtime as a follow up with class teacher

Record in behaviour log If been to paired class 3 times - Persistent, repeated occurrence will move to level 4 and a behaviour plan agreed (HT/DHT to decide)

Keep parents informed if part of a pattern of behaviour

Abuse – log with HT If repeated or implications not understood move straight to level 4

If persistently repeated send to paired class for remainder of session with work
Inform DHT and follow up

Walking out of class Refusal to do work disturbing the learning of others **DHT to speak with parents**

Level 4

Stealing
Attacking another child
Bullying and abuse (racial, gender, peer on peer, religious orientation)
Intentional physical harm and fighting
Verbal abuse to staff
Throwing dangerous objects
Vandalism

Inform DHT/HT
Inform parents

Parents to be contacted same day, by phone or letter

If in class send to DHT/HT with work

Behaviour discussed with DHT/HT and parents

Behaviour plan drawn up with positive targets if on going

Level 5

Deliberate and extreme violence (incl striking a member of staff)
Leaving school premises

Meeting with HT and parents to agree behaviour plan
Exclusion considered

If this behaviour continues then advice sought as to whether a fixed placement at therapeutic setting would be necessary

