



Ponteland Primary School

Behaviour Policy

Vision

Ponteland Primary School is committed to creating an environment 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 and self-respect and develop in children the ability to make positive choices. Our behaviour policy, like all aspects of our school life, is underpinned by our whole school values, with a strong emphasis on respectful behaviour, and these values are used to frame all our discussions around behaviour.

Our behaviour policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and get it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour. We support and guide and coach and praise. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

Aims

It is a primary aim of Ponteland Primary School that every member of the school community feels valued and respected and that each person is treated fairly and consistently. This policy is designed to promote and encourage positive attitudes towards good behaviour and to develop the school as a caring and co-operative community by:

- creating a culture of exceptionally good behaviour: for learning, for community and for life
- promoting good relationships and ensuring that all pupils are treated fairly and shown respect
- refusing to give pupils attention and importance for poor conduct but rather valuing children's achievements and promoting their self-esteem
- helping pupils take control over their behaviour and be responsible for the consequences of it
- building a community which values kindness, care, good humour, good temper, obedience and empathy for others
- promoting community cohesion through improved relationships

- ensuring that excellent behaviour is a minimum expectation for all and by fostering a positive climate of high expectations for work and behaviour
- by taking a consistent approach to behaviour

Expectations of Staff

The following staff expectations have been developed and agreed by staff in school. This applies to all staff: teachers, support staff, admin and lunchtime staff and also volunteers.

1. To be an exemplary role model for children and colleagues and consistently model the whole school values
2. To respect all children and treat them fairly through the implementation of consistent expectations, rules and responses to transgressions
3. To consistently support children to take responsibility for their own behaviour and the choices they make, using the values as a guide
3. To raise children's self-esteem and develop their full potential
4. To provide a challenging and inclusive curriculum
5. To create a safe and stimulating environment that supports children's learning, both academically and behaviourally

Expectations of Pupils

The following pupil expectations have been developed and agreed by children in the school.

1. To follow the school rules (see below)
2. To conduct themselves in accordance with our school values (see below)
3. To make positive choices (we use the term 'thumbs up actions' with the children)
4. To remind each other of the school rules and the school values and support each other to make positive choices

Expectations of Parents / Carers

Parents are expected to support the school's behaviour policy by:

1. making children aware of appropriate behaviour in all situations and being aware of the school rules and expectations
2. encouraging independence and self-discipline, showing an interest in all that their child does in school and by being a role model
3. fostering good relationships with the school and supporting the school in the implementation of this policy.

School Rules

The school rules are intentionally few in number and written concisely to ensure children can remember and understand them. The rules are permanently displayed around the school in each classroom and they are consistently referred to by all staff.

- Move calmly and quietly
- Be kind and gentle
- Treat everybody and everything with respect
- Work hard

School Values

There are 11 values, each of which has a monthly focus across the school year. Discussions around behaviour are consistently framed using the values, by supporting children to reflect on whether they have conducted themselves in accordance with the values and which choices they could make moving forward.

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| September | Respect |
| October | Kindness |
| November | Bravery |
| December | Collaboration |
| January | Effort |
| February | Responsibility |
| March | Curiosity |
| April | Creativity |
| May | Integrity |
| June | Resilience |
| July | Gratitude |

The values underpin and drive all aspects of school life, including behaviour. They are developed in the children through:

- assemblies focusing on the value of the month
- displays in the hall and in classrooms showing the value of the month with a definition & relevant quotes
- examples of children added to the board in their classroom when they have shown the value of the month
- cumulative displays around school of all values as they are covered across the year
- class challenges linked to the value of the month
- staff using the vocabulary relating to values consistently and regularly, recognising in children when they have shown a particular value and explicitly explaining what they have done to show that value
- adults modelling the values.

In addition, the values are taught through the curriculum by:

- planning into each half term, the values which underpin the topic as well as the outcomes through the curriculum for each value
- explicitly explaining to the children which value they are working on and planning in ways to help them develop that particular value.

Motivating Positive Behaviour (preventative measures)

We aim to motivate children to make positive choices in their behaviour through the following measures:

- Raising pupils' self esteem through positive communication
- Ensuring successful experiences
- Emphasising children's own responsibility through providing choices
- Explicitly and consistently developing children's understanding of the school values and how they influence behaviour
- Ensuring each day brings a new start
- Providing children with a forum to have their voice heard - through class and school council
- Ensuring the environment is attractive and well organised and cared for
- Varying groups in class according to friendship and abilities
- Displaying and celebrating children's outcomes (finished work and photos of positive actions)

Engendering Positive Behaviour through the Curriculum

- Provide quality teaching which encourages engagement and exploration
- Ensure engaging and impactful activities matched to pupil abilities
- Vary lesson pace
- Plan for and support SEND students
- Effectively deploy other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Provide a comprehensive programme of PSHE and be prepared to provide reactive lessons to unforeseen events in school, the wider community, nationally and internationally

Engendering Positive Behaviour through Classroom Management

- Ensure efficient use of time
- Establish clear routines (end of lessons/day and activities)
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible and appropriate
- Plan for quality activities for those who finish quickly
- Develop a culture of pupils evaluating their own completed work (Have they worked hard enough? Is it their best? Could they present it better?).
- Have clear movement routes around the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness

Engendering Positive Behaviour through a Climate for Learning

- Create a climate where children have equal status
- Cultivate a working environment which is comfortable, attractive, interesting and safe
- Establish a climate where there are clear expectations about behaviour and work habits
- Be clear about the relevance of classroom activities
- Work towards an ethos where children can have an increasing role in shaping classroom activity
- Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes

Engendering Positive Behaviour through Personal Growth

We aim to develop pupils' personal growth through a climate where the following are cultivated:

- An ability to recognise their own feelings and understand they have a choice in how to act on them

- Respect for self and others
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others
- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness to the ideas of others and tolerance for differences
- Right to make mistakes
- Active people (staff and pupils) learning with others
- Respect and admiration for differences in learning style and interest
- Co-operative evaluation and self-evaluation (with help)

Friends Resilience & Emotional Literacy

Friends Resilience is the framework we use to empower children with social and emotionally effective skills to deal with challenges they may face on a daily basis. It encourages children to engage with positive emotions and identify self regulation strategies to help them make positive choices. The basis of Friends Resilience is taught to all children and is embedded in our daily behaviour management strategies - all emotions are valid and how we choose to respond to these emotions is the important factor. The language of Friends Resilience is used throughout school, with 'thumbs up' and 'thumbs down' being used to describe choices/actions and to form part of a Key Stage script used to address negative behaviour in school. Friends Resilience is also used on a more personalised level as a means of intervention to further support children who struggle to regulate their emotions to enable them to make positive choices daily.

Addressing misbehaviour

Staff will always respond to poor behaviour **calmly** and **in private**. These such incidents are viewed as an opportunity to help a child reflect on their choices and identify how they can learn from the situation.

Staff intervene very briefly when a child is misbehaving with a planned and predictable script, such as 'I noticed you are choosing to throw paper all over the floor. This is not showing respect for our classroom. By doing that, you have chosen to tidy the classroom at the end of the lesson / start of break. You are better than the behaviour you are showing today. Do you remember yesterday when you helped me tidy up without me asking? Remember how proud you felt when we all gave you a round of applause? That is the person I know, that is the Sam I need to see today. Thank you for listening.'

Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way.

The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent Key Stage script (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same). The scripts are based on a selection of the following questions:

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?

4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the in-school behaviour support worker, the SENDCo, the key stage leader, the deputy head or the head teacher. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

Restorative Conversations where there has been a conflict

Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script above)
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

Physical Strategies to Support Self-Regulation

We deploy physical strategies as self-regulation tools. These include:

- Sensory tools suited to the different sensory needs of the children
- Use of the breakout space/sensory area
- Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc)

Frame of Language for Pupils

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this. For example:

"When you were running away from Alice how do you think Alice felt? Do you think Alice understood why you were running away?"

"Maybe instead of running away next time you could say something like 'I know you're concerned about me right now Alice but I need some time by myself. Please can I come and find you later when I have cooled off'".

Or

"What happened after you pushed Adam? Do you think it solved the problem?"

"Maybe next time instead of pushing, you could take two steps back and say to Adam 'I didn't like it when you did/said XYZ, please don't say that to me again'".

Emotional Literacy

We employ a catalogue of emoji style images displayed on stones and wooden discs to help children to develop the vocabulary required to express their emotions. The stones and discs are available around school to ensure they can be drawn upon when needed. We then explicitly teach children how their feelings and difficulties impact their behaviour.

There is an expectation that teachers help all children become more aware of how behaviour can be a result of a challenge that a child is experiencing and that at different times, children may need different techniques or strategies to help them, and that this is relevant for some children more than others. This helps children to better understand why their peer may need, for example, a fiddle toy or headphones as a strategy, because they listen better when moving or they concentrate better when other noise is removed for instance. These kinds of strategies are offered as a general way of coping for whoever will benefit from them and this helps to ensure that neurodiverse children don't feel embarrassed to use them, especially as they grow older.

Taking Responsibility for Choices - logical consequences

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related (and never arbitrary) to the misbehaviour so the child can learn from it. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate.

Community Service

In some cases, the child will be directed to carry out community service. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

Informing Parents

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour. This will usually be done by either the class teacher, the behaviour support worker or a member of SLT. In some cases, it may be deemed appropriate for the child to phone their parent under the supervision of a member of staff to inform them of their actions. Parents may be invited into school for a meeting in some cases.

Persistent Misbehaviour

We are aware that there are experiences in school that can trigger patterns of behaviour in pupils. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where a child repeatedly misbehaves, we keep a log of the child's behaviours and the situation surrounding them. In doing this, we can:

- increase our awareness

- recognise potentially disruptive situations and attempt to minimise them
- implement strategies to manage behaviour within the school e.g. some pupils may be unable to co-operate in a group situation for very long and they would require closer observation/greater input.

If a child regularly displays poor behaviour and a pattern is detected, this should be reported to our in-school Behaviour Support Worker who will work alongside the class teacher to identify appropriate and personalised support for the child. The parents should also be informed of this information.

Counselling

We recognise that for some children, their needs will not be met solely by the practices in this policy and for these children we provide access, in school, to counselling sessions. Children are eligible if they are displaying a need either at home or at school.

Peer on Peer Abuse

See separate Peer or Peer Abuse Policy.

Serious Incidents

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones
- Statutory powers to discipline pupils who behave badly on the way to and from the school, for instance when travelling on buses or in the village
- The Head Teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying
- Searching bags if there has been an incident of theft.

There will be zero tolerance of any form of serious assault on pupils or staff.

Positive Handling (using physical restraint)

Staff will be trained in the use of physical restraint using 'Team Teach'. Positive handling will only ever be used as a last resort when all other de-escalation strategies have been exhausted or where there is an immediate risk of harm if physical restraint is not employed. Physical force will **never** be used as a form of punishment.

Incidents that require the use of positive handling /restraint can be very upsetting to all involved and may result in injuries to pupils or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase. Pupils should be given time and space to calm down after an incident and when ready, be reintegrated back into their classroom as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded on an accident form in the accident log book.

Whenever positive handling /restraint is used, the incident must be recorded on CPOMS and a 'Positive Handling' form will need to be completed by the member of staff involved and any witnesses within 24 hours of the incident.

Exclusion

At Ponteland Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and well being of the rest of the school community.

Only the Head Teacher can exclude a child.

The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or in very serious circumstances, permanent exclusion. Permanent exclusion is a very last resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents, Chair of Governors and LA.

Northumberland County Council agreed Exclusion Policy will be followed.

A permanent exclusion may result from:

- Serious physical harm to another child.
- Abusive, threatening or violent behaviour towards a member of staff
- Continuous disruption to the learning of classmates, which seriously impinges upon the learning of peers
- Uncontrollable rages which could, potentially, put others in danger.

There may be other instances in which this sanction becomes necessary but the school would undertake to have a dialogue with the Local Authority before taking any such action relating to permanent exclusion.

Depending on the type of exclusion, in most cases, parents have the right to make representations to the academy committee (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days of a permanent exclusion. Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

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