



# Behaviour Policy and Procedures

This policy applies to all staff and children at Peel Common Junior School

Developed by: Behaviour Policy Working Party

Approved by: FGB

Review frequency: 1 year

Next review Date: Summer Term 2020

Last reviewed : Summer Term 2019

Chair of Governors:

A handwritten signature in black ink, appearing to read 'Guy - Anderson', is written over the line for the Chair of Governors.

Date approved: Summer 2019

## **At Peel Common Junior School, all children have the right to learn and adults have the right to teach.**

### **Aims:**

At Peel Common Junior School we focus on learning and the personal development of all children; our positive approach, values and rewards all behaviours which achieve these aims.

We are committed to improving the behaviour of pupils whilst recognising that children do make mistakes as part of growing up and in learning to get along with others. Our aim therefore, is to encourage them to be good citizens through an understanding of acceptable conduct.

At Peel Common Junior School, we feel that both excellent behaviour and an improvement in behaviour of pupils will underpin effective learning.

### **Purpose:**

- To reward appropriate behaviour and to turn inappropriate behaviour into behaviour that is acceptable.
- To help children operate with self-discipline in all aspects of their lives.
- To create an atmosphere of good order and discipline necessary to the effective learning of all pupils and the successful functioning of the entire school community.

Good order and discipline are best thought of as being POSITIVE and for helping the pupils to SUCCEED.

### **Principles**

This policy is based on the following principles of behaviour theory:

- A child will be more likely to repeat a behaviour if it is being rewarded.
- A child will be less likely to repeat a behaviour if appropriate sanctions are issued.
- If there is no consistency with rewards and sanctions then it is likely the child will continue to display the unwanted behaviour.
- The more attention an adult gives to a child's behaviour the more likely it is that that behaviour will be repeated.

### **Safeguarding Statement**

At Peel Common Junior School, we recognise that all children have a right to an education and are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Safeguarding at Peel Common Junior School is carried in line with the statutory guidance in 'Keeping Children Safe in Education' published by the Department of Education.

### **Expected Outcomes of our Behaviour Policy**

- A purposeful and calm atmosphere which allows learning, in all its forms, to take place
- A clarity and consistency of approach which reflects the school's ethos and values
- Clear expectations and boundaries around appropriate and acceptable behaviour
- A 'growth mindset' learning culture
- Children who are constantly being positively challenged and being given opportunities to develop as learners and citizens
- The clear display of positive and caring attitudes towards one another; adults and children alike
- Where success in learning and personal development is valued, recognised and celebrated
- A collective responsibility among the whole school community for addressing barriers to positive engagement

### **The Four Rs which underpin Behaviour**

**RIGHTS    RESPONSIBILITIES    ROUTINES (and expectations)    REWARDS (and sanctions)**

### **How they translate into Peel Common Junior School**

**The Seven Strands:**

**Respect    Resilience    Focus    Independence    Self-Regulation    Boundaries    PRIDE**

These learning behaviours are highly visible throughout the school and are illustrated through the use of 'the PHOENIX'. They are evident in the language that we use and the way in which we promote, value, reward and celebrate appropriate behaviour.

### **Our School Rules:**

Rules posters should be displayed in all classrooms and referred to in conversations about behaviour.

In our school we will always:

- Be safe
- Be kind and respectful to everyone and everything
- Be a good learner
- Be well-presented and punctual.

### **Behaviour Management**

## **The Role of the Class Teacher**

It is the responsibility of the class teacher to ensure that the school rules are followed in their class and that their class behaves in a responsible manner during lesson time reflective of the 'Seven Strands' approach as more specifically outlined in Appendix A.

The class teachers in our school have high expectations of all the children in terms of behaviour and in their attitude to learning, and they strive continuously to ensure that all children behave to the best of their ability.

The class teacher (and all adults in the classroom) treats each child fairly and enforces the 'Seven Strands' consistently. The teacher treats all children in their class with respect and understanding. In the first instance, the class teacher deals with incidents him/herself which will include highlighting good behaviour, making expectations explicit, providing warnings, using child's own time to discuss or allow them to reflect on their behaviour and, in more serious cases, using a detention.

We appreciate that all children are not the same and respond differently to certain situations. Children throughout the school must always be held responsible for their actions but staff should work with them to consider their choices and reactions. Teachers and support staff must plan for and consider those who struggle to regulate themselves and implement strategies that support the child as they move through school. When children require further support, this will be provided through the referral process which begins with consultation and observation from the SENCo and could result in an alternative response to behaviour in keeping with the school policy but captured within a bespoke IBMP (Individual Behaviour Management Plan).

## **The language of choice**

A focus on choice: we refer to good choices, which lead to good consequences. And choices which are wrong, which lead to negative consequences. The main reasons for using a language of choice are:

- that it promotes self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options.
- that any poor behaviour is a result of the choices made rather than negative expectations associated with the 'labelling' of a child.

## **Outside Agencies**

Where necessary, the school will work with a number of outside agencies to expand our capacity to deal with more extreme or unusual behaviours. The SENCo liaises with external agencies, as necessary, with the direct involvement of the class teacher to support and guide the progress of each child.

## **Parental Involvement**

A copy of the school's Behaviour Policy will be available on the school website. New parents will be sign-posted to this upon admission to the school.

The class teacher reports to parents about the progress of each child in their class, in line with this policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. This should also be reported to one of the Designated Safeguarding Leads (DSLs), which are the Home School Link Worker and the Deputy Headteacher, so that this behaviour can be logged and advice or guidance sought or given. In more extreme cases, it may be necessary for the SENCo and/or a Senior Leader to contact and liaise with parents. This will be documented through our use of CPOMs.

Bullying or racist behaviour will not be tolerated. Parents will be contacted immediately and exclusion of the pupil will be considered.

## **Routines (and expectations)**

- All staff are responsible for following up behaviour
  - ensuring that children are set PHOENIX feathers and awarded Learning Pit discs for good learning behaviours
  - appropriate sanctions are put in place in line with this policy
  - more serious cases of behaviour are logged on CPOMs
- Children will walk quietly around school
- Children will not talk in assembly and will look smart (shirts tucked in)
- Children will go outside for break and lunch (except for wet break/lunch, where they will be expected to stay in their classroom)
  - Children will only be allowed to enter the school building
    - if they wish to go to the toilet
    - To attend a pre-arranged meeting with a member of staff
    - As a Prefect, completing a timetabled duty
- All staff will be ready to greet children at the start of the school unless otherwise contracted
- All staff will engage positively with children making them feel valued
- Cloakroom areas will be left tidy and it will be the responsibility of each designated year group to ensure that this remains the case throughout the school day for their area
- Staff will not talk about children's behaviour in front of them or in front of any other children. Reflection on their behaviour needs to be discussed at a time when the children's behaviour has de-escalated using in the first instance, the Behaviour Reflection Log included after Appendix F
- High expectations of behaviour is everyone's responsibility and therefore it is incumbent upon everyone to enforce school rules and expectations
- Children are expected to wear the correct school uniform (see Uniform Policy)
- Children not participating in PE will be given an activity to complete that allows the child to think about the learning taking place in the PE lesson
- Children are not permitted to borrow other children's PE kit (not including trainers, unless parents otherwise state)

- Staff will familiarise themselves with the medical and behavioural needs of children not only in their class but in the school
- Lunchboxes will be placed on the lunch trolleys each morning and taken down to the Phoenix Room by an adult or responsible child/ren for safe storage
- Staff will ensure that these trollies are periodically checked to ensure that all items go home on a regular basis
- It is everybody's responsibility to keep the school tidy and to look after the communal areas

### **Rewards (and Sanctions)**

At Peel Common Junior School, we are using a 'positives only' learning behaviour reward 'phoenix' chart in each class, encompassing the seven strands of learning behaviours.

**Respectful   Resilient   Focussed   Independent   Self-Regulated   Boundaried   PRIDE**

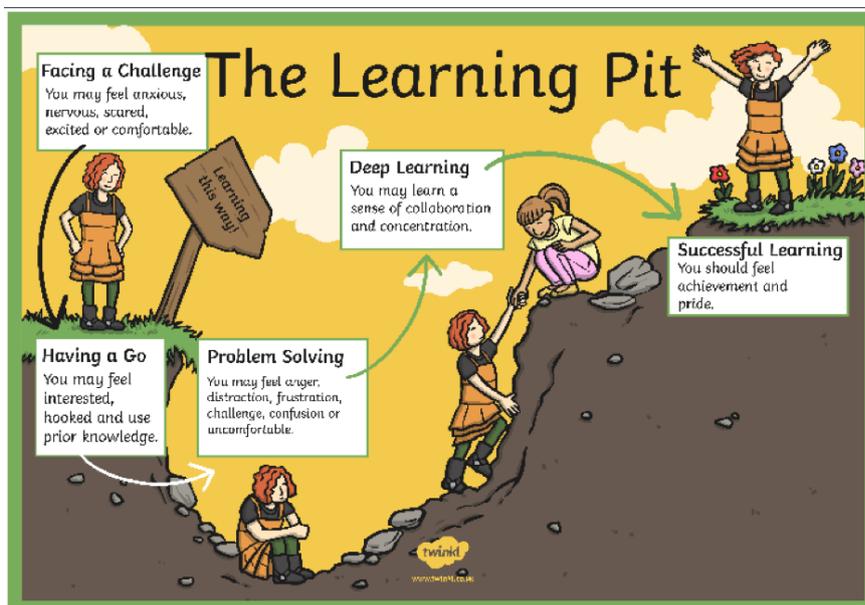
The colour-coded feathers are to be given to the children as they model each strand at the appropriate level for their age or stage.

At the end of each week the class, guided by the teacher, will choose the PRIDE award, which will then be presented in assembly the following week. In these PRIDE assemblies, parents will be invited to share in their child's achievement.

Daily awards of PRIDE behaviour can be celebrated and communicated through the award of a PRIDE postcard (see Appendix C).

In addition to the PHOENIX feathers, 'Learning Pit' discs can also be awarded for the demonstration of appropriate learning behaviours. These will be inserted into the child's pouch on the behaviour board as a positive and public way of reinforcing positive learning behaviours.

### **The Learning Pit**



The 5 Learning Pit discs that are awarded are taken from the Learning Pit display on the Behaviour Board in each classroom.

## PHOENIX Points

Replacing the old house points system, the school will now adopt a 'Phoenix Points' (PP) reward for displaying positive behaviours in class and in books.

These will be collectively counted towards each 'house' (using the original house colours) with the winning 'house' each half-term being awarded colour coded sticky buns as a reward.

## Circle Time

Circle time will be used on a regular basis (once a week or more if necessary) to talk about or de-brief on classroom or school-wide behaviours. This may be incorporated in the weekly discussion on choosing the PRIDE nominee. This forum can be used to clarify and highlight pertinent behaviour strands from the seven strands so the children build up an understanding of these behaviours and how they can positive affect them as learners and as citizens.

## Top Table

Each Friday lunchtime, a special table will be set up in the hall (table cloth, flowers, variety of squash, plates). The Headteacher will have lunch with those children awarded the Top Table disc, as given by each of the lunchtime supervisors that week. In addition, each child will be given a special Top Table sticker to wear and a post card to take home, which will communicate to everyone, including those at home, what great behaviour they have been displaying.

## Other Rewards

- Praise
- Showing work to another teacher and to the Headteacher/Deputy Headteacher
- Telephone call to parents

## Sanctions

All classes should have a class charter, which are linked to the school's ethos, values and learning behaviours, which are decided upon at the start of each year and are referred to throughout the school year, along with the school's accepted school rules.

**In instances when children have misbehaved and it has been judged that they fully understood that what they chose to do was wrong, a consequence must be received. The consequence must be proportionate, in line with the age and development of each child; it must be explained to the child and linked to the behaviour.**

When deciding on a consequence, it is important to be consistent and fair. Consider the severity and decide if it is 'low', 'moderate' or 'high' and whether it was a continuation of persistent negative behaviour that could form a pattern. Remember, the behaviour could be telling us something hidden that may need to be unpicked and addressed.

<b>Low Level</b> (class teacher responsible)	<b>Serious Level</b> (class teacher responsible for giving detention or referring to SENCo and/or Senior Leader)	<b>Extreme Level</b> (All staff responsible for alerting SLT so they can direct staff and take overall responsibility)
This does not include physical injury or damage to property but may include <ul style="list-style-type: none"> <li>• some level of minor distress to self or others</li> <li>• some minor disruption to school routines (including forgetting PE kit).</li> <li>• Talking in the line (breaktime and lunchtimes)</li> <li>• Not completing homework</li> </ul>	This includes <ul style="list-style-type: none"> <li>• isolated episode of violence</li> <li>• minor damage to property</li> <li>• some distress caused to self or others</li> <li>• disruption to school routines</li> <li>• Swearing</li> <li>• Leaving class</li> <li>• Hurting others</li> <li>• Persistent low level disruptive behaviour</li> <li>• Use of racist language</li> </ul>	This includes <ul style="list-style-type: none"> <li>• Physical injury which may include medical attention</li> <li>• Extensive damage or treatment of property</li> <li>• Significant distress caused to self or others</li> <li>• Leaving school building and or site</li> <li>• Engaging in unsafe behaviours</li> <li>• Lengthy disruption to school routines</li> </ul>
Sanctions for 'Low level' behaviour/s	Sanctions for 'Serious level' behaviour/s	Sanctions for 'Extreme level' behaviour/s
<ul style="list-style-type: none"> <li>• Disapproving look (frown)</li> <li>• Verbal warning</li> <li>• Withdrawing attention</li> <li>• Repeat activity properly</li> <li>• Seat move</li> <li>• Sit alone; in or just outside class</li> <li>• Reward others</li> <li>• Related sanction e.g. cleaning up mess</li> <li>• Text home to parents (eg. forgetting of PE kit)</li> <li>• Time out in class (or in detention room if appropriate ie. Teacher on duty)</li> <li>• Referral to class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Time out in partner class</li> <li>• Break time detention in detention room</li> <li>• Lunchtime detention</li> <li>• Referral to small playground</li> <li>• Work completed in own time (at home?)</li> <li>• Contact with parents (5 occasions within a term)</li> <li>• Prevented from representing the school within the week of the incident</li> <li>• Complete Behaviour Reflection Log</li> <li>• Referral to SENCo</li> <li>• Recorded on CPOMs</li> <li>• Termly report to governors</li> </ul>	<ul style="list-style-type: none"> <li>• Send to Deputy/Headteacher</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Termly report to governors</li> <li>• Permanent exclusion</li> <li>• Time made up after school</li> </ul>

For individual incidents adults working with pupils will follow these actions:

1 Talk - brief investigation into the incident and confirm pupil is aware of expectation.

Discuss coping/calming strategies with pupil. Ensure all communication is clear and concise with appropriate (six strands) language and visual prompts where possible.

2 If the pupil still does not make the correct choices, 1st warning issued. Encourage pupil to make the correct choices, reiterate expectations and notify pupil of consequences should the correct behaviour not be modelled within set boundaries (e.g. 5 second de-escalation period or time referenced use of calm down area).

3 Should the pupil still not make the correct choices the 2nd and FINAL warning is given, once again be clear with expectations and pending consequences.

4 If the pupil has still not been able to correct their behaviour then a consequence will be issued. (see Actions and Consequence chart)

5 Should the issued consequence not rectify the pupil's behaviour the Inclusion Team or a member of the Senior Leadership Team will be asked to assist. The Inclusion Team / senior leader will try to de-escalate and will attempt to return the pupil to their class at the earliest opportunity so not to unduly impact on learning.

If a pupil is refusing to work and a timer is started, inform pupil and inform a senior leader once 15mins has passed.

6. Send to a senior member of staff.

Class pairings:

Mrs Sanford	Mrs Ryan or Mrs Giles
Miss Sykes	Mrs Hamer or Mr Beadell & Mrs Jelf
Mr Beadell & Mrs Jelf	Miss Dowler & Mrs Thomas or Miss Adams & Mrs Marchant-White
Miss Adams & Mrs Marchant-White	Mrs Giles or Mrs Ryan

In the paired class they will sit in a suitable place and fill in a Behaviour Reflection Log. They will also be required to finish work already started. If they refuse to go, then teachers should send for one of the following; SENCo, Deputy Headteacher and/or Headteacher (or SLT on duty).

### **Break-times and Lunchtime**

Mrs Dellar, our Senior Playtime Supervisor, will be out on duty every day and is the first port of call for reporting any incidents. Minor infringements will be dealt with by the adult at the time. This may take the form, for example, of a rule reminder, making good choices or noticing other children exhibiting the correct behaviour. Mrs Dellar will record any 'serious'

or 'extreme' level incidents on to CPOMS and alert a member of the SLT at the earliest, appropriate time. If teachers on duty require assistance on the playground, they should send a reliable child to the school office. The office staff will locate an appropriate adult as a priority. Teachers and LSAs will apply the same rules and consequences that apply in the classroom.

The small playground and music room to the side of this playground, will be used at break-times and lunchtimes to help manage and support the behaviours of key children. Certain children will be invited to attend whilst others can fluidly move into this area when the need arises. This area is secure and well bounded. Two members of staff will supervise this area and they will be suitably trained to meet the needs of these children.

### **The Small Playground**

#### **Rationale**

*Playtimes are an important part of the day for any child. For many, it is a time they look forward to, for others it is a time which they can find challenging. It is a time that we must get right for a number of reasons, not least because a happy, safe and successful playtime will more likely lead to better learning and better learners.*

*Unstructured play provides children with an outlet for reducing anxiety. Children learn to manage stress and gain self-control. They also have an opportunity to express themselves to others by rehearsing behaviours and practicing skills that assist in monitoring their own emotions. Playtime helps children learn to solve problems, get along with others, express their creativity and develop their physical dexterity and language skills. Children who play grow into adults who are better able to adapt and navigate through complex environments.*

**YOU DON'T STOP PLAYING BECAUSE YOU GROW OLD, YOU GROW OLD BECAUSE YOU STOP PLAYING.**

#### **Rules & Expectations**

Outside:

Safe & Responsible; in how we behave and in the choices we make

Respectful; to the adults supervising us, to each other, school equipment and environment and ourselves

#### **Routines**

No one is allowed to enter the small playground without adult supervision

No one is allowed to enter the small room without adult supervision

Children are allowed to help themselves to the equipment when the box has been brought out and when instructed to do so

Only 4 netbooks are allowed out at any one time

Where there are more children than netbooks then time is limited to 10 minutes before sharing

Those children not in nurture are encouraged to spend at least 15 minutes outside, whilst Nurture pupils will have an afternoon playtime as part of their programme

Children needing to go to the toilet must do so through the link corridor door

All children must stay on the small playground unless instructed by the adult on duty

At 12.55pm all equipment, indoors and outdoors, is tidied away by the children.

Children are to line up outside by the link corridor door and will wait for their year group to enter the school building from the main playground before joining their year group/class line

### **Supervision**

At breaktime, the area will be supervised by a teacher and supported by a second teacher who is timetabled 'detention duty' in the PPA room.

At lunchtime, outdoor play will be predominantly supervised by Mrs Gaskin and indoor play by Mrs Pellatt, although there will be regular opportunity to swap roles.

### **Attendee List**

Reviewed at the end of every half term, updated and communicated.

### **Detention Room**

If a child has displayed a 'serious level' behaviour, the consequence is likely to miss their morning break. A rota for staffing the detention room has been set up. Pupils should arrive at the PPA room by 10:45am. All 'serious level' behaviours must be recorded on CPOMs by the class teacher.

### **Exclusions:**

The Governing Body of Peel Common Junior School recognise that there may be occasions when the school will need to consider excluding a pupil from school. When excluding a child, the Headteacher will follow the DfE guidance "Exclusion from maintained schools, Academies and pupil referral units in England" ensuring that all statutory and legal requirements are met and that the exclusion is "lawful, reasonable and fair".

In line with guidance, exclusion will be considered in the following circumstances;

- In response to a serious breach, or persistent breaches, of the school's Behaviour Policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

<b>Behaviour</b>	<b>Length of Exclusion</b>
Physical assault against a pupil	0.5 – 5 days
Physical assault against an adult	1 – 5 days
Verbal abuse/threatening behaviour against a pupil	0.5 – 5 days
Verbal abuse/threatening behaviour against an adult	0.5 – 5 days
Bullying	1 – 5 days
Racist abuse	1 – 5 days
Sexual misconduct	1 – 5 days
Damage	0.5 – 5 days
Theft	0.5 – 5 days
Persistent disruptive behaviour	1 – 3 days
Unsafe behaviour	0.5 – 3 days

The exclusion of a child is a serious matter and at all times would involve serious consideration and appropriate re-integration.

### **Pupil Support:**

Disruptive behaviour can be an indication of unmet needs. We will use records of behaviour pro-actively to try to identify whether there are any causal factors and intervene early and develop positive behaviour attributes. The school Inclusion Team with support from the Deputy Headteacher and/or Headteacher, will monitor behaviour records but may also receive referrals directly from staff. The Team will consider the school's response to pupils needs which will be tailored to the needs of the child. However, it may include the following;

- Daily/weekly monitoring of a child
- Direct intervention from the Inclusion Team
- Referral to the Inclusion Room for a set period of time
- Meeting with parents/carers
- Referral to multi-agency support teams

The school uses CPOMS software to monitor behaviour, child protection, safeguarding and other pastoral and welfare issues. Every member of staff has a duty of care to report any concerns straight into CPOMS which alerts relevant members of staff immediately. Staff are required to complete the CPOMS entry as they would an ABCC form. Physical intervention forms and violent incident forms which are then uploaded onto CPOMS. The forms, together with the CPOMS records, are used to identify patterns of behaviour and be the basis of discussions with children, parents and external agencies.

### **Children with Individual Behaviour Management Plans**

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of factors. We work from the understanding that we achieve fairness by meeting each child's individual needs rather than

by treating every child the same. Whilst we don't use this to excuse inappropriate behaviour, we do seek to understand the reasons behind the behaviour.

An IBMP (Individual Behaviour Management Plan) sets out agreed strategies for children who have continuing needs. These plans are based on a wide range of evidence gathering. Such plans are usually generated by the SENCo and the class teacher and will involve the child's parents. The plans set clear targets for the child and are reviewed regularly to monitor the progress being made.

### **Safeguarding:**

When reviewing behaviour, we will also consider whether there is cause to suspect that a child is suffering, or likely to suffer, significant harm. Where we feel that this may be the case then staff will follow the procedures set out in the school safeguarding policy and in the statutory DfE guidance Keeping Children Safe in Education 2016.

The Designated Safeguarding Lead for Peel Common Junior School is Mrs Claire Osborne (Home School Link Worker) and the Deputy Designated Safeguarding Lead is Mr Warren Beadell (Deputy Headteacher).

### **Use of Reasonable Force (see Appendix D):**

The staff at Peel Common Junior School have the power to use reasonable force to prevent pupils from;

- committing an offence
- injuring themselves or others
- damaging property
- putting themselves in further harm

Reasonable force will only be used as a last resort. If reasonable force is required staff will refer to the school's positive handling protocols (Appendix D).

### **Bullying**

At Peel Common Junior School, we accept that children will fall out with one another at times and that this is a normal part of growing up and establishing relationships. We define bullying as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability (this definition is taken from the organisation 'BullyingUK'). We believe that such incidents of bullying are best dealt with in a context of close partnership between home and school.

***The school has a separate anti-bullying policy and takes bullying seriously.***

## **Evaluation**

The effectiveness of this policy will be measured by:

- The increased confidence of staff to deal with challenging behaviour
- Observations around school will highlight a consistency of approach
- Parents will agree that behaviour and instances of negative behaviour are well managed
- A reduction of serious level and extreme level incidents and exclusions
- A termly questionnaire and regular consultation of staff to ascertain effectiveness of approach