

# Behaviour Policy 2023-24

PRIMROSE HILL PRIMARY SCHOOL & CHILDRENS CENTRE, ORDSALL



Devised, Agreed and written with staff, September 2017

Published for consultation with parents October 2017, October 2019

Initially Ratified by the Governing Board November 2017, last update July 2023

Reviewed July 2018, July 2019, July 2020, July 2021, July 2022, July 2023

Next Review Date : July 2024

---

## Introduction

It is a primary aim of our school that every member of the school community feels valued, safe and respected.

Our new Behaviour Policy is the result of two days of staff INSET. Our time was spent focusing on creating a series of clear and concise procedures that could be followed consistently by all staff in our school and which could be understood by all pupils who attend here.

Our new policy was agreed by our governing board on September 15<sup>th</sup> 2017 and after a 4 week trial was launched at a special parent meeting held on 20<sup>th</sup> October 2017. On this day all parents of children who attend our school were sent a summary overview of our new approaches. Each year a copy of this document is sent to all new parents.

Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel **safe** and **happy** and have the opportunity to **learn, achieve** and **be successful**.

---



Pupils respond well to the high expectations that staff have of their behaviour. They are well mannered, considerate and enjoy learning. Pupils said that they feel safe at school. Should bullying ever happen, pupils know that it will be dealt with effectively by staff.

Pupils are well behaved. They follow rules closely, which helps to create a calm and purposeful school environment. Lessons are rarely disrupted by poor behaviour. Staff have high expectations of children in the early years. As a result, children learn to play cooperatively. Typically, children behave well during story time and enjoy joining in with songs and rhymes.

OFSTED COMMENTS ON PUPIL BEHAVIOUR, MAY 2022

## Aims

- Maintain a safe and secure learning environment by creating a purposeful, relaxed and happy working atmosphere for everyone in the school community, children, staff and parents
- Develop an ethos in relationships, which encourages mutual respect and trust among all those working in school, adults and children alike
- Enhance the self-esteem of individuals through positive reinforcement, praise and encouragement and the valuing of the contribution each may make to the well-being of others in the school community
- Negotiate by consensus strategies for promoting positive behaviour and modifying unacceptable behaviours, which will be applied consistently by all those working in the school
- Communicate to all those involved, the systems of rewards and consequences adopted, in order to involve and enlist the support of everyone in encouraging appropriate behaviours
- Encourage self discipline so that appropriate behaviour is maintained outside of school and in the wider community

## Rights

At Primrose Hill everybody has the right:

- To feel safe, happy and secure in school at all times
- To be able to learn and play without threat or disruption from others
- To know that bullying is unacceptable and will be dealt with
- To be listened to and treated fairly and sensitively

It is the responsibility of everyone at Primrose Hill to ensure that these rights are upheld in every classroom and around the school. Children and adults should behave appropriately and follow whole school and classroom rules at all times.

## General School Rules

Rules are kept to a minimum and exist for the safety and well-being of all.

We have 5 **Golden Rules** at Primrose Hill. These Are:

We will be kind and polite to everyone at all times.

We will keep our hands, feet and objects to ourselves.

We will look after our school and our environment.

We will follow instructions the first time of asking.

We will aim to do our best at all times.

In addition to this each class at the start of the new academic year agrees its own set of class rules. These are appropriate to the individual pupils within a class. They are displayed, referred to as required and applied consistently.

## Strategies for Promoting Positive Behaviour

- Good quality teaching
- Interesting and exciting learning
- Clear and consistent high expectations

- Praise for good behaviour
- Celebrating success (sharing learning in class, with the Senior Leadership Team, in assembly, via Class Dojo and by communication with parents)
- Children involved in making the rules
- Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes
- Recognition when behaviour has improved
- Giving children responsibility for areas around the school or helping adults
- Mentoring and coaching for identified pupils who may find times when managing their behaviour proves challenging.

## Strategies for Modifying Unacceptable Behaviour

### **Unacceptable behaviours include:**

- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Bullying
- Racist abuse
- Any form of fighting. Children should be helped to appreciate that "play-fighting" invariably turns nasty, whether intentionally or not, and someone is likely to get hurt
- Swearing
- Rudeness to any adult working in school, including refusing to do what an adult has asked them to do
- Disrupting other children's learning
- Any damage or theft to property, whether classroom or school equipment or the property of others
- Any dangerous behaviour which puts children's health and safety at risk
- Lying to get oneself out of a potentially difficult situation. Children can be helped to see that truthfulness is invariably the better option so that the problem is sorted out quickly, impact on others is reduced and consequences don't escalate.
- Homophobic name calling

**Poor behaviour is logged using CPOMS. This is an electronic system accessible to all teaching staff.**

### **Consequences include:**

- Adult disapproval or verbal reminders
- Discussion with an adult about the behaviour
- Time out sessions in their own class or another class
- Removing a child from a situation (asking them to move)
- Withdrawal of privileges/freedoms, such as a play-time, the reasons for the deprivation being clearly explained
- Referral to the Leadership team
- Being placed on a report / monitoring card
- Informing parents and/or involving parents in discussion
- Exclusion – fixed or permanent.

# OUR AGREED APPROACH TO PROMOTING GOOD BEHAVIOUR AT PRIMROSE HILL USES THE CLASS DOJO SYSTEM. IT CAN BE SUMMARISED IN THE FOLLOWING WAY:

Verbal warning

**1<sup>st</sup> warning with YELLOW CARD 1**

*Card to remain with child for the day*

**2<sup>nd</sup> warning with YELLOW CARD 2**

*Card to remain with child for the day*

**1<sup>st</sup> NEGATIVE DOJO**

*This means an age appropriate reflection time in class.*



**2<sup>nd</sup> NEGATIVE DOJO**

*Reflection time in class for the whole of the next session. Child to take work with them. Parents to be informed by class teacher*

**3<sup>rd</sup> NEGATIVE DOJO**

*Child to be taken to a member of SLT who will inform parents. SLT to determine next steps.*



**4<sup>th</sup> NEGATIVE DOJO**

*Child to be taken to HT who will inform parents.*

Examples of more serious behaviour will result in **moving straight to a 3<sup>rd</sup> or 4<sup>th</sup> NEGATIVE DOJO** and being taken to either the Head teacher or a member of SLT who will inform parents.

**This can happen at any stage of the flow chart.**

SLT will decide the consequences for that behaviour.

More serious behaviour may include:

Physical and/or verbal threats towards staff or other children, leaving the classroom without permission, refusal to follow instructions.

1. Verbal praise
2. Class dojos
3. Stickers
4. Class treats
5. Small prizes
6. Certificates
7. Trophies at the end of the half term
8. Special privileges (eg becoming a Play Pal etc)

Children can exchange 250 class dojos for 1 Primrose Hill Point. Primrose Hill Points can be spent in our Points Shop. This is run by pupils in Year 5 and Year 6 who show exemplary, or much-improved behaviour.



## Strategies for Dealing with Persistent Unacceptable Behaviour

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEND when applying the behaviour policy.

### **Strategies for dealing with persistent unacceptable behaviour may include:**

- Regular discussion with children and parents
- Home/school monitoring cards, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents
- Individual Behaviour Plans or behaviour targets (children involved in setting targets where appropriate)
- Tracking the progress of a child's behaviour in class (target tracking sheets/personalised reward charts/observations in class)
- Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)
- Structured learning time (the day is broken down into small manageable tasks)
- Internal seclusions (learning away from other children, on school premises but not in class)
- Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers

- Personalised consequences to deal with an individual's very specific behaviour
- Referral to outside agencies (e.g. behaviour outreach support)
- Learning Mentor support
- Fixed term exclusion
- Permanent exclusion

### **Restraint**

In the past all teaching staff have been Team Teach trained. It was agreed that once current training certificates expired (Summer 2018) this training will not be renewed. Instead selected members of the SLT are trained in this approach. **De escalation is the first strategy** Wherever possible we **will never restrain** a child as this is very traumatic for everyone involved. Restraint will only be used as a very last resort if a child is putting themselves or someone else in immediate danger of serious harm. If this ever happens Governors, the Local Authority and Parents are informed. Careful logs and records will be kept. A bound book, with numbered pages, is kept in the Headteacher's office for these purposes.

## Exclusion

Very serious incidents including violence or verbal abuse or behaviour threatening the health and safety of others or damage to property could result in a fixed term exclusion.

In severe cases if fixed term exclusions do not help the pupil a permanent exclusion can be enforced.

The Headteacher informs the LEA and the governing body about any exclusions, Parents are met with face-to-face to explain the exclusion and given paper letters confirming the reasons and arrangements for the exclusion. They are explained their right to appeal this decision.

School will NEVER send a child home to 'calm down' – this is an illegal exclusion. If a child is sent home due to behaviour it will be classed as an exclusion and dealt with officially.

## Behaviour from parents/carers and visitors to the School

### **Statement of principles**

Our School encourages close links with parents and the community. We believe that children benefit when the relationship between home and school is a positive one.

As role models, and for the safety and well being of our children, staff and parents, parents and other visitors are expected to behave appropriately when on school premises.

Parents and other visitors are expected to show respect and concern for others and support the respectful ethos of our school by setting a good example in their own speech and behaviour towards all members of the school community.

The vast majority of parents, carers and others visiting our school set a good example. Where behaviour falls short of the standards expected, a member of the SLT will contact the parent to discuss this. And agree a point of action. If poor behaviour continues a letter will be sent to the parent and governors informed. Any further incidents may result in the school contacting the Local Authority.

**This policy will be reviewed in July 2024.**