

Paxcroft Primary School

Behaviour Policy

Reviewed: September 2023

Next date or review: September 2024



POLICY FOR BEHAVIOUR

Paxcroft Primary School is committed to having a consistent whole school behaviour policy supported and followed by the whole school community, based on a sense of community and shared values to create a calm and inclusive learning environment.

Aims

- To create an environment where positive values and attitudes are encouraged to provide a happy, safe and secure environment where children can achieve their very best.
- To recognise and reward positive behaviour.
- To promote a positive climate for learning.
- To work in partnership with parents / carers to support the social and academic development of all pupils.
- To provide a framework to support and promote socially acceptable behaviour.
- To create a culture of exceptionally good behaviour skills: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, respect, good humour, good temper, and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

School Rules and Expectations

Our expectations are set out in our Paxcroft Citizen Values. These encapsulate our aims, values and attitudes. They are explained to the children and displayed in all the classrooms. The whole school community is expected to abide by them at all times.

- **Be respectful – to yourself, others and property.** You are expected to keep yourself and others safe and to take care of property and take pride in your school. Everyone is entitled to a positive learning environment.
- **Be kind** – You are expected to be polite, kind and helpful to each other and adults in school when communicating in person and online.
- **Be honest** - You are expected to tell the truth and be honest.

Legal Guidance and Responsibilities

The Department of Education guidance, *'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2016)'* has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of discipline and managing behaviour within the school.

Children are expected to:

- Live by the school Citizen Values of kindness, respect and honesty
- Engage in restorative discussions to help resolve issues
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school
- Support other members of the school community in promoting the expectations of good behaviour.

Parents and carers are expected to:

- Recognise that an effective school behaviour policy requires close partnership between parents, teachers and children by signing home/school agreement.
- Discuss the school expectations and Citizen Values with their child, emphasising their support of them and assisting, when possible, with their enforcement.
- Attend Parents' Evenings, parents' functions and communicate with school staff.
- Know that learning and teaching cannot take place without the school Citizen Values being shown.
- Remember that staff deal with behaviour problems patiently and positively using a restorative approach.
- Treat staff with respect. Verbal or physical abuse will not be tolerated.

Members of Staff in school are expected to:

- Model Citizen Values of kindness, respect and honesty.
- Use positive language with the children.
- Deal with all behaviour in a calm, consistent and restorative manner.
- Encourage positive behaviour by reminding children of the school's Citizen Values of kindness, honesty and respect.
- Celebrate positive behaviour by using the school system of rewards.
- Consistently follow the Behaviour policy and share this with any external visitors.
- Listen to children, making it clear through their response that their comments are taken seriously and are of importance.
- Actively support the Behaviour policy through implementing the restorative approach and initiating restorative conversations with children involved.
- Monitor repeating behaviours, use 'time out' and adapt provision accordingly to meet individual needs, as appropriate.
- All staff are expected to input any behavioural incidents on CPOMS, the software system used to record such occurrences using factual and appropriate language.
- Lunchtime supervisors will award house points and stickers at lunch time for Citizen Values and report incidents of poor/positive behaviour to class teachers.
- Reflect regularly on the Behaviour policy and seek advice from the Headteacher, Senior Leaders and SENCO as necessary.

Governors are expected to:

- Refer any parents who may approach them regarding specific or general issues with behaviour, to the Headteacher in the first instance
- Know, support and promote the school's Behaviour policy
- Evaluate the effectiveness of the Behaviour policy and hold the Headteacher to account for its implementation.

Positive behaviours and school system of rewards

Our pupils and staff are expected to be considerate of each other and our surroundings and to always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise regarding our school values (kindness, respect and honesty) and recognition through rewards such as:

- Celebration Assembly—to recognise Paxcroft Citizen and Learners' Values
- House Points/Termly Whole House reward for School House with most House Points
- Citizen Cup-awarded weekly for pupil demonstrating the Citizen Values
- Whole class reward – celebrating positive behaviour (including attitudes to learning) of whole class, helping to build a sense of class cohesion
- Name in the 'Book of Brilliance'- Headteacher to celebrate good work/positive behaviour/growth mindset and positive attitude to learning
- Stickers to celebrate positive behaviour at lunchtimes
- Merit stickers

Reporting Incidents- CPOMS

CPOMS is a software system used by the school for monitoring safeguarding, wellbeing and all pastoral issues. All incidents will be recorded on here, including persistent low-level behaviours and those of a more serious nature, which may give rise to disciplinary or legal action or become a matter of public interest (for example confrontational incidents, absconding, theft or damage to property etc.)

Incidents of poor behaviour during lunchtimes are also verbally shared with the class teacher and, if appropriate, the Headteacher.

Teachers will contact and involve parents at the earliest possible stage if problems are persistent or recurring and a Positive Support Plan will be put in place if appropriate.

Sanctions

Sadly, there will be times when children choose to behave in a manner not in keeping with the school rules and expectations. Children need to discover where the bounds of acceptable behaviour lie, as this is an important part of growing up. Examples of sanctions are:

- **First verbal warning followed by reminder of making a better choice next time**
- **Move child to an area where they cannot disturb learning of others or consider 'Time out' inside or outside classroom**
- **Minutes off playtime to complete work not done in the lesson.**
- **Move child to another class or to the Headteacher's office to complete work**

Each case is treated individually. Teaching staff should make every effort to follow through on sanctions themselves, to ensure that the restorative cycle is upheld and that a relationship of mutual trust is built between adult and child. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. Each new day is a fresh start.

Procedures for Dealing with Major Breaches of Discipline (to include any or all of the following):

- A verbal warning by the Headteacher as to future conduct.
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour.
- A Positive Support Plan is reviewed and any risk assessments completed.
- A meeting involving parents and support agencies.
- If the problem is severe or recurring then temporary or permanent exclusion procedures are implemented in line with County procedures.
- Parents have the right of appeal to the Governing Body against any decision to exclude.

NB A very serious problem may result in the normal procedure being overruled and a child being taken home straight away following an immediate exclusion from school, in which cases the County's procedures are followed.

Intervention and Restraint

All staff are aware of the Government's guidance for using reasonable force in school and will follow the advice in lines with this guidance should a child's behaviour means that their own safety or the safety of others is in danger then staff will use physical restraint.

The child should be removed from the situation as soon as possible and taken to a safe place. The Headteacher will take immediate action to involve parents.

A physical restraint form and incident form should be filled in and the situation discussed with the Headteacher.

For further details on restraint refer to our Restraint Policy.

Agreed by staff:

Ratified by Governors:

Date for review:

Appendix 1 Sanctions and recording chart

Appendix 2 Racist Incident form

Appendix 3 Bullying Incident form

Appendix 4 Behaviour Monitoring Chart (2 Weeks)

Appendix 5 Positive Support Plan

Appendix 6 Behaviour Flowchart

Appendix 7 Breaktime Behaviour Flowchart

Appendix 8 Repeated Behaviour Flowchart

Appendix 1 Sanctions and recording chart

	Stage 1	Stage 2	Stage 3	Stage 4
Behaviour	<p>Low level disruption</p> <ul style="list-style-type: none"> • Calling out • Disturbing others • Not on task • Talking out of turn 	<p>Behaviour repeated, e.g.</p> <ul style="list-style-type: none"> • Initial warning ignored • Answering back/negative attitude 	<p>Behaviour appears to be escalating:</p> <ul style="list-style-type: none"> • Evidence of anger/frustration • Persistent or aggressive answers • Negative attitude • Someone else is upset or hurt <p>NB – for a very serious lack of respect/physical or verbal abuse to peers or adults go straight to Stage 4.</p>	<p>Dangerous, destructive or deliberately disrespectful behaviour. The preceding stages may need to be by-passed where behaviour is deemed to be very serious.</p> <ul style="list-style-type: none"> • Bullying • Refusal to respond to authority • Loss of control leading to injury or damage • Deliberate destruction/destroying of property • Stealing • Leaving school premises without permission • Bringing dangerous objects or substances to school
Actions and Consequences	<ul style="list-style-type: none"> • Initial, quiet, visual or verbal warning 	<ul style="list-style-type: none"> • Name recorded by class teacher (not publicly) • Move child to a quieter area within classroom so not disturbing others • Time out in own classroom using sand timer for 2 mins 	<ul style="list-style-type: none"> • De-escalation techniques such as distraction to diffuse situation • Minutes deducted from playtime to do work not completed in lesson 	<ul style="list-style-type: none"> • Headteacher called • Where appropriate child moved to another class or to Headteacher's office • Phone call to parents • In extreme cases – fixed term exclusion

Level of recording		Record behaviour incident using CPOMS; Positive Support Plan set up if CPOMS tracking reveals persistent issue, inform parents that behaviour is being monitored if persistent low-level disruption.	Record using CPOMS to monitor behaviour; regular communication with parents/ wider staff team (inc SENCO) involved and other agencies could be considered individualised behaviour chart set up with the child if appropriate, consider positive support plan.	Continuing use of support plan, updated weekly or daily; weekly or daily staff team meetings; daily communication with parents; Wiltshire Inclusions team or other agencies (e.g. primary Behaviour Service) likely to be involved.
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Appendix 2 Racist Incident form

Form P1

Report of a Prejudice-related Incident in School

Report from:

School:

Date of incident:

Time of incident:

Nature of prejudice (race, sex, disability, sexual orientation, religion/belief, gender identity, other):

Ethnic origin¹ of victim - (state whether pupil or member of staff):

Ethnic origin of perpetrator:

Indicate type of incident – please tick:

Physical assault		Provocative behaviour		Verbal abuse or threats		Damage to the person's property	
Derogatory name calling		Prejudice-related materials		Prejudice-related ridicule		Inappropriate form of address	
Refusal to co-operate		Attempts to recruit to prejudice-related organisations		Prejudice-related comments in lessons		Other-please specify below	

Description of incident/follow-up/resolution (continue on back of page if necessary):

Action taken:

Have you had contact with the victim's parent/carer (if a pupil)?

no/yes

Have you had contact with the perpetrator's parent/carer?

no/yes

Have you reported this incident to any other agencies?

no/yes

If 'yes' which agencies

Signed Designation

¹ Ethnicity refers to country of origin, culture, religion etc. Ethnicity is a term that is flexible and individuals can self define. English Gypsy Travellers and Irish Travellers are separate ethnic groups.

Appendix 3 Bullying Incident form

Central Logging Form for bullying incidents of children and young people in schools

Reported by:

Name and year group of the pupil/s who have been bullied:

Name and year group of the pupil/s who have bullied:

Date of incident/s _____

Time of incident/s _____

Indicate type of incident/s – please tick one or more boxes

Verbal abuse		Isolation (including being ignored or left out)		Physical abuse	
Having personal possessions taken/ causing damage to personal property		Cyber bullying (including text messages, emails, social networking sites...)		Being forced to hand over money	
Being forced into something against their will		Spreading rumours/ nasty notes		Other (please specify)	

Brief description of incident/s

Advice given/ action suggested by person who logged this complaint

- Have the parents/carers of the pupil/s who were bullied been informed?

- Have the parents/carers of the pupil/s who have bullied been informed?

Appendix 4 – Sample Behaviour Log (Two Weeks)

	Refusing to follow instructions	Spitting	Swearing	Hurting children	Hurting adults	Throwing things	Risk to self	Other
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Please tally behaviour concerns daily for a two-week review. This will give us insight to form a behavioural plan or positive handling plan. There should still be consequences for behaviour during this period, and any serious incidents should be flagged as usual.

Appendix 5 – Blank Positive Support Plan (important note – physical intervention section IS NOT relevant for every child)

Positive Support Plan

Name: Date of Plan: Review Date of plan:
What does the behaviour look like?



Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours
Response:	Response:	Response: •
Stage 4 Recovery	Stage 5 Depression	Stage 6 Follow up
Response: •	Response: •	Restorative conversation •

What are common triggers?

Praise Points / Diversions and distractions

De-escalation skills

	Try	Avoid	Notes
Verbal advice and support	<input type="checkbox"/>	<input type="checkbox"/>	
Giving space	<input type="checkbox"/>	<input type="checkbox"/>	
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	
Help scripts	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	
Remind Consequences	<input type="checkbox"/>	<input type="checkbox"/>	
Planned ignoring	<input type="checkbox"/>	<input type="checkbox"/>	
Time-out	<input type="checkbox"/>	<input type="checkbox"/>	
Supportive touch	<input type="checkbox"/>	<input type="checkbox"/>	
Transfer adult	<input type="checkbox"/>	<input type="checkbox"/>	
Success reminded	<input type="checkbox"/>	<input type="checkbox"/>	
Simple listening	<input type="checkbox"/>	<input type="checkbox"/>	
Acknowledgement	<input type="checkbox"/>	<input type="checkbox"/>	
Apologising	<input type="checkbox"/>	<input type="checkbox"/>	
Agreeing	<input type="checkbox"/>	<input type="checkbox"/>	
Removing audience	<input type="checkbox"/>	<input type="checkbox"/>	
Others	<input type="checkbox"/>	<input type="checkbox"/>	
Joining in (in a controlled way)			
with a destructive activity			

Preferred method Physical intervention?

Intermediate	Try	Avoid	Notes
Friendly escort	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single Elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Figure of Four	<input type="checkbox"/>	<input type="checkbox"/>	_____
Double Elbow	<input type="checkbox"/>	<input type="checkbox"/>	_____
Single Elbow in Seats	<input type="checkbox"/>	<input type="checkbox"/>	_____

After a Team Teach, the incident must be recorded on CPOMs on the same day – please review with a member of SLT beforehand.

Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.

X will sometimes not remember that there has been an incident and will need it recounting back to him.

Parents/Carers:

Name:

Teacher

Name:

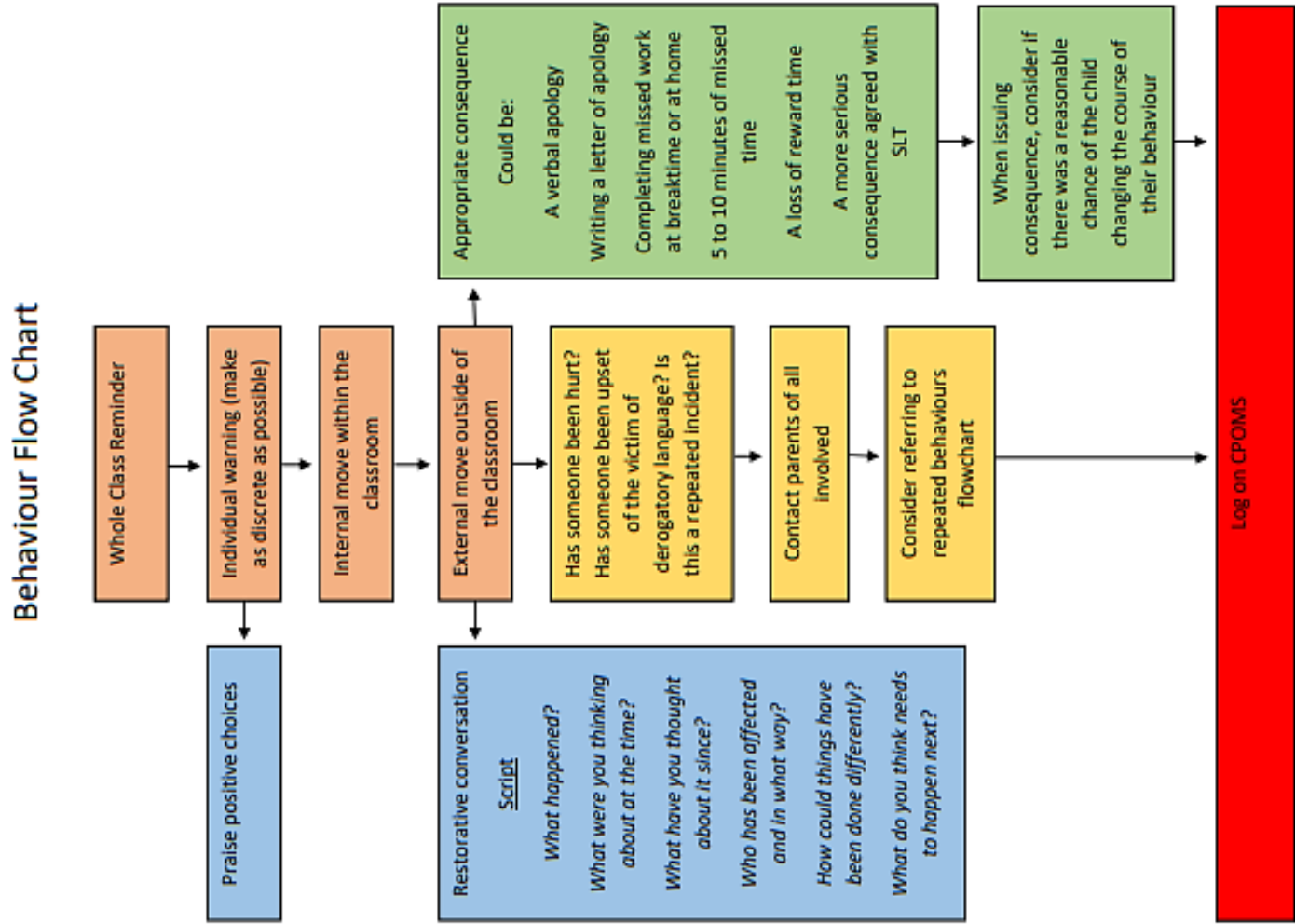
Support Staff:

Name:

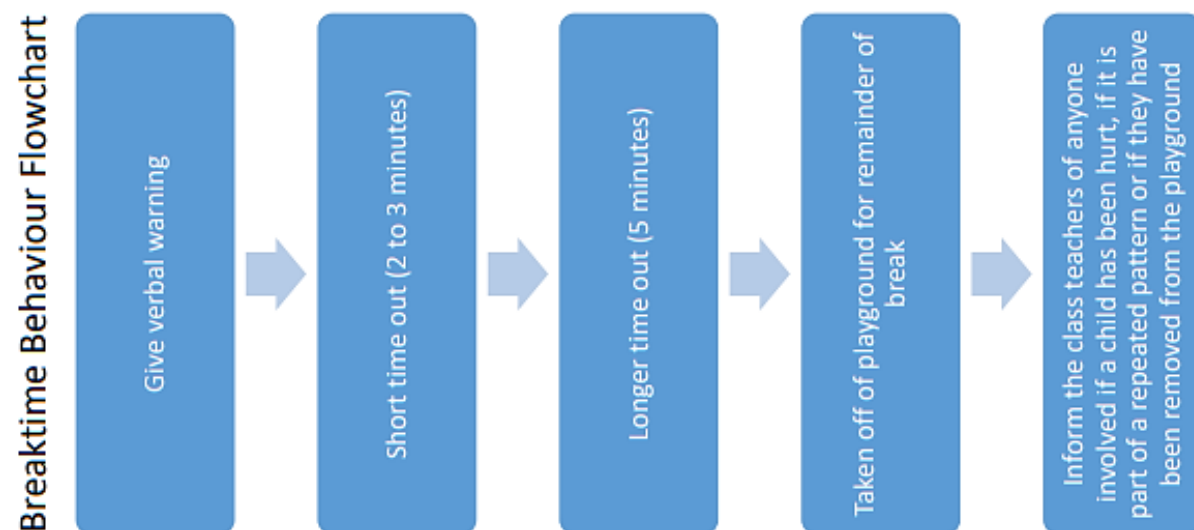
Young Person

Name:

Appendix 6 – Behaviour Flow Chart



Appendix 7 – Break/Lunch Behaviour Flowchart



Appendix 8 – Repeated Behaviour Flowchart

