



Pikemere School

Behaviour Policy

2021-2022

The Behaviour Policy in respect of Pikemere School has been discussed and adopted by the Governing Body.

Chair of Governing Board:

Mrs K Hulson

Headteacher:

Mrs G Reynolds

SENDCO:

Miss C Beresford

Agreed and ratified by the Governing Board on: 28th April 2021

Policy Review Date: Summer 2024

PIKEMERE SCHOOL **BEHAVIOUR POLICY**

This policy pays due regard to the Equality Act 2010 – including aspects of safeguarding and SEND. It relates directly to our Child Protection and Safeguarding policy, E-safety policy and our Behaviour statement which applies to all members of our school community.

At Pikemere School we seek to promote positive behaviour based on mutual respect between all members of the school community. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school. Persistent low-level disruptions that affect others' learning will not be tolerated. This policy uses the '10 key aspects of school practice' as identified in the DfE guidance '**Behaviour and discipline in schools**' **January 2016**.

What the law says:

1. The headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect
 - prevent bullying
 - ensure that pupils complete assigned work
 - regulate the conduct of pupils
2. When deciding what these measures should be, the headteacher must take account of the Governing Body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the Governing Body which may include the following:
 - screening and searching pupils
 - the power to use reasonable force and other physical contact
 - the power to discipline beyond the school gate
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour
 - pastoral care for staff facing an allegation of misconduct
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
4. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

From 'Behaviour and Discipline in schools. Advice for headteachers and school staff', DfE January 2016

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

- 1.1. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold

the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.

1.2. The phrase 'certainty not severity' should also be considered when dealing with behaviour.

1.3. Our Rules were developed with the children, parents and staff and are regularly discussed:

GOLDEN RULES

We are polite

We never hurt one another

We are kind to one another

We listen to one another

We share with each other

We take care of our property

2. STRONG SCHOOL LEADERSHIP

Pikemere Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

3. CLASSROOM MANAGEMENT

3.1. Classroom management is key to promoting good behaviour. At Pikemere we expect all classrooms to have:

- A positive classroom tone
- Clear classroom rules displayed which have been agreed by the teacher and the class
- Clear expectations about work and work that is set at an appropriate level for the child
- A working visual timetable so children know what is planned for the day
- An attractive, tidy, well-cared for environment
- A well-planned environment so that children can move easily, find resources, and respect property
- A time out area for children to 'cool down', in classroom and by arrangement with colleagues
- Class lists and details of pupils who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic seating arrangements for children when working on the carpet or at a table

4. REWARDS AND SANCTIONS

4.1. **Rewards** are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Pikemere, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise – e.g. thumbs up
- Written remarks about good work
- Stickers
- Sending children to another teacher or headteacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success, Pupil of the Day
- Headteacher awards, Lunchtime awards and Star awards
- Team points
- Individual class incentives and rewards chosen through discussion between the pupils and class teacher

4.2. **Sanctions** will be enforced when a pupil's behaviour falls below an acceptable standard.

Through working closely and openly with pupils and their families, it is our aim at Pikemere to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Headteacher and Deputy Head.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour

Whatever the sanction issued, the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. It is essential that the sanction is proportional to the behaviour.

At Pikemere School we have adopted the 'Good To Be Green' approach when managing pupils' behaviour. This approach is applied across the school from EYFS to Year 6.

The table below sets out the range of sanctions we have to deal with unacceptable behaviours:

All children begin each day with their green card in the landscape position.	
Step 1: If unacceptable behaviour is seen then a verbal warning is given to the child.	
Step 2: If the child is spoken to again about their unacceptable behaviour they will be asked to move their green card from the landscape position to portrait.	

Step 3: If the child is spoken to again then they replace their green card with an amber warning card in their card slot and they miss 5 minutes of their playtime or lunchtime.	The class teacher will speak to the child's parent.
Step 4: If the child repeats the unacceptable behaviour then their amber card is replaced with a red card and they will be immediately sent to a member of the SLT.	All incidences of amber and red cards will be reported to parents verbally or with a telephone call.
Step 5: Internal exclusion – Parents are informed and if there is a pattern of repetition a letter is sent home by the Deputy Head	This internal exclusion will be with a member of the SLT or in another class
Step 6: DHT and Class teacher to meet with parents / carers	If there is a pattern of repeated unacceptable behaviour then parents will be invited to meet with the class teacher and DHT.

4.3. Continual Behaviour Issues

The SENDCO and Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible strategies
Placing the child on the SEN register.		
Creating an individual plan to promote positive behaviour (School Support Plan)	To identify a child's strength, as well as areas of difficulty. To identify and focus on strategies which may encourage a change in the child's behaviour. To aid communication between staff and family in supporting the child.	<ul style="list-style-type: none"> • Personalised rewards systems • Visual prompts such as 'Now and Next' cards • Nurture support • Time out (a 'safe' place agreed with the child for times when they may feel overwhelmed)
Referral to external agency	To gain advice and support from specialists. To provide additional strategies and support to school and family.	<ul style="list-style-type: none"> • Educational psychologist • Cheshire East Autism Team • CAMHS • Social Services
Implementing a more focused monitoring process.	Records kept in order to build a picture of behaviours, including conditions promoting appropriate behaviour and triggers of undesirable behaviour.	Log kept by class teacher of inappropriate behaviour. SSP to be reviewed termly.

4.4 Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, the Headteacher, in consultation with the Chair of Governors, who acts on behalf of the Governing Body, will agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure.

The school is responsible for promoting good behaviour and discipline on the part of its pupils and for securing an orderly and safe learning environment for its pupils and staff. Headteachers can exclude pupils for up to 45 days in any school year in circumstances resulting in:

- Serious, actual or threatened violence against another pupil or member of staff
- Sexual abuse
- Presenting a significant risk to the health and safety of other pupils by selling illegal drugs
- Persistent and malicious disruptive behaviour, including an open defiance or refusal to conform with agreed school policies on for example behaviour or dress code.

Persistent and malicious disruptive behaviour would include abusive and offensive language.

As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING BULLYING PREVENTION)

- 5.1. Strategies are put in place to tackle low level disruption in class which are matched to the child's particular circumstances. These are usually short-term, positive strategies which take into account the child's point of view. Through our KiVa (anti-bullying), PSHE (personal, social and health education) and RHE (relationships and health education) curriculum and assemblies children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared which children are encouraged to reflect upon.
- 5.2. The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. All members of staff act as role models and demonstrate best behaviour, for example using impeccable manners. Bullying is wrong and it will not be tolerated at Pikemere Primary School.
- 5.3. To support this principle, all children are told regularly, through class PSHE, RHE and KiVa lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school. See also: ***Bullying Prevention Policy and DfE: 'Preventing and tackling bullying. Advice for headteachers, staff and governing bodies', July 2017***

5.4. Playtimes

- Behaviour during morning break times is monitored by the two members of staff on duty
- At the mid-morning break the staff handle minor issues and refer to individual class teachers if/when appropriate.

5.5. Lunchtimes

- Lunch times are the immediate responsibility of the midday supervisors
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management
- SLT monitor lunchtimes regularly both inside and outside
- Pupils have access to school-based approaches such as team points and using the Friendship Stops.
- At lunchtimes the MDAs report minor incidents to the class teachers and may report significant issues to the Deputy Head or the Headteacher

6. STAFF DEVELOPMENT AND SUPPORT

6.1. Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with DfE publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continual behaviour problems. This will form part of our 'package' for support and intervention for that child usually organised by our SENDCO.

6.2. Support

- It is the Governors' and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The Governing Body should instruct the headteacher to draw on the advice in the **DfE 'Dealing with Allegations of Abuse against Teachers and Other Staff' October 2012** guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

7. SAFEGUARDING

7.1 At Pikemere we recognise that challenging behaviour can be indicative of a safeguarding concern. Through the ongoing and regularly updated training of all staff members, we remain vigilant and aware of the types of behaviour that could be the result of a safeguarding issue. These behaviours can be both obvious or subtle. A pupil's behaviour may change gradually or suddenly and can range from a pupil having a short temper and displaying challenging behaviours, through to them becoming overly compliant, easily distracted or over reliant on adult support. Other behaviours can include:

- Low self esteem
- Becoming withdrawn
- Poor social relationships
- Becoming extremely passive/aggressive

Through the regularly updated training all staff members receive, they are able to look closely for any safeguarding indicators and to use the correct methods to record and report these effectively. All safeguarding concerns are monitored, recorded and reported to the Designated Safeguarding Lead (DSL). Class teachers work with appropriate members of the Senior Leadership Team, DSL, parents, carers and relevant authorities to support the child as necessary (see Child Protection and Safeguarding Policy).

8. PUPIL SUPPORT SYSTEMS

8.1 At Pikemere we understand that how a child behaves can be a sign of an underlying issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class

8.2 In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

9. LIAISON WITH PARENTS AND OTHER AGENCIES

- 9.1. Working with parents is an important part of supporting children with their behaviour. At Pikemere we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.
- 9.2. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the school's Home School Agreement whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.
- 9.3. We can signpost families to agencies which are available to support with behaviour either at home, at school or both.

10. MANAGING PUPIL TRANSITION

10.1. Entering EYFS

We work closely with our pre-school providers and gather information from conversations and observations. Where necessary we will add in extra visits to a child's induction if we feel this will help establish relationships with staff and make the transition into school a

positive start for the child and parents.

10.2. Moving to secondary

As part of our transition work we ensure that relevant information is passed onto the Key Stage 3 school staff and where necessary the SENDCO. The Year 6 teachers work closely with the secondary staff throughout the summer term (earlier if needed for some individuals) to ensure that established strategies and specific needs of some children are discussed to ensure a smooth transition.

11. ORGANISATION AND FACILITIES

Any spaces used for behaviour management will be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state.

Spaces include:

- The Nurture room/Star room/Music room
- The playground
- A time out space within class and out of class
- The Headteacher's Office
- The Deputy Headteacher's classroom

12. PHYSICAL INTERVENTION

At Pikemere School, we work to the framework of national government guidance and recognise from the Education & Inspections Act 2006 the power of members of staff to use force.

- 1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:
 - a. Committing any offence
 - b. Causing personal injury to, or damage to the property of, any person (including the pupil him/herself)
 - c. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- 2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.

A risk assessment will be drawn up should physical intervention become a likely need.

At Pikemere School, we recognise that all adults have the right to use reasonable force. We provide Positive Handling training for key staff who may be called upon to deal with any incidents requiring the use of reasonable force.

Following any restrictive use of force, the parent /carer will be informed. If the child is LAC the LA will also be informed.

It is essential that following any physical intervention, that both the pupil and members of staff are provided with support. Immediately after the incident, both parties will be given time to calm down, allowing adrenaline levels to subside.

All incidents, which result in a restrictive use of force taking place, will be recorded on a Use of Force form. It is also recorded on CPOMS. These records will be monitored by the SLT and used to inform Behaviour Risk Assessments, staff training and targeted support for the pupil as necessary.

A 'Repair & Rebuild' session should provide opportunity to restore relationships and explain why the intervention was necessary. Alternative methods of behaviour choices can be explored at this session.

Complaints

Should a complaint arise following an intervention the school's Dealing with Allegation Policy will be activated and the procedures followed. However, if concerns arise when the investigation of the incident is taking place regarding misconduct by a member of staff, then the safeguarding policy and procedures will be followed.