



THE NEWARK TRUST

PYRFORD CHURCH OF ENGLAND PRIMARY
SCHOOL

BEHAVIOUR POLICY

Approval Date: Spring 2023

Review Date: Spring 2024

National Support School
designated by



National College for
Teaching & Leadership





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Pyrford Church of England Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

The Governing Body seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Aims

- To create an environment which encourages and reinforces exemplary behaviour.
- To promote a culture of praise and encouragement in which all pupils can achieve.
- To model acceptable standards of behaviour.
- For all adults to respond consistently to behaviour in the school.
- To promote self-respect and respect and tolerance of others.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards.

High standards of behaviour are expected both in school and also out of school when children are:

- taking part in any school-organised or school-related activity
 - travelling to or from school
 - wearing school uniform or identifiable as pupil at the school
- or
- could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public



- could adversely affect the reputation of the school

School Ethos

The school promotes and encourages positive behaviour at all times. Good behaviour is always acknowledged and rewarded. The adults encountered by the children at school have a responsibility to model high standards of behaviour. Adults should ensure fair treatment for all and promote through example, honesty, courtesy and respect for others at all times.

Positive Behaviour Strategy - It's Good to be Green

This scheme allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the schools behaviour code.

- The scheme is visual; every class has a wall chart displaying each child's name.
- Every morning each child has a fresh start and all cards are green.
- In the classroom, posters are displayed which detail the types of behaviour expected to remain on green and also to show which behaviours are unacceptable – blue and yellow warning cards and red consequence cards (Appendix 2)
- There is an expectation that all children should stay 'good to be green'.

A reward incentive of a Good to be Green session is held in KS2 every half term. Any card received carries a number of points; the number of points accrued over a half term are added and, according to the total, there is a graduated loss of time at the Good to be Green session.

Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. This could be from verbal and written praise to house points and whole school recognition. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Whole school rewards may include:

- a weekly golden book award for each class which is published in the weekly newsletter;



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- individual articles in the newsletter;
- Headteacher/Deputy Headteacher awards for good work and behaviour;

Foundation Stage and Key Stage 1 rewards systems

- A 'Good to be Green' wall chart is in place in every Foundation Stage & Key Stage 1 classroom.
- In class – children may be rewarded with stickers as well as recognition by a whole class behaviour system i.e. top of the tree.
- Golden time

Key stage 2 reward systems

- A 'Good to be Green' wall chart is in place in every Key Stage 2 classroom.
- A reward incentive of a Good to be Green session is held in each phase every half term.
- In class – children may be rewarded with stickers as well as recognition by a whole class behaviour system i.e. special person of the day, marble jar
- All KS2 children belong to four school houses – Atholl, Ashdown, Brecon or Kielder. Children are able to earn House Points for excellent behaviour, attitudes, effort or work.

Sanctions

High standards of behaviour are expected of all pupils at all times. Sanctions may include:

- Good to be Green - any card issued is recorded on the behaviour log
- Good to be Green - any card received carries a number of points; the number of points accrued over a half term are added and according to the total, there is a graduated loss of time at the Good to be Green session
- Time may be missed during break and lunch breaks
- Repeating unsatisfactory work

Exclusion, fixed term or permanent will only be used as a final sanction. Exclusion will only happen;

- in response to a serious breakdown of the child's behaviour;
- once a range of alternative strategies as detailed on the flowchart (Appendix 3) have been followed;
- if allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school.





The school will follow the DfE guidelines with regards to the exclusion procedure.

It is important that the sanction is not out of proportion to the offence. Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Phase Leaders, Deputy Headteacher then Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or STEPS team will be considered.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.



Support systems for Individual Pupil Need

If there is a persistent problem the class teacher then the SENCO will draw up an Individual Behaviour Plan or Pastoral Support Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. positive play, circle of friends, peer buddies/mentors etc)

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

We follow the Team-Teach approach to Positive Handling. A broad spectrum of risk reduction strategies are used. Physical intervention will only be used to avert immediate danger to the child involved or to avert injury to other children and /or staff, when all other strategies have failed. The intervention used will not be more than is reasonably necessary in the circumstances. Where physical intervention is necessary the following principles will apply in all cases:-

- Physical intervention will only be used to prevent a child from harming him/herself or others or to prevent serious damage to property.
- Only the minimum intervention necessary will be applied, for the minimum amount of time.
- When the situation has become safe, restraint will gradually be relaxed in order for the child to regain self-control.
- Staff will not restrain a child if it puts themselves at risk, or they do not have permission of the Headteacher.



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- Physical intervention will take place ideally when two members of staff are present.
- Should physical intervention be necessary, any member of staff involved will ensure the incident is fully recorded as soon as possible and parents notified that same day.

Racist Incidents

The school follows the Surrey County Council guidelines on reporting racist incidents. Any behaviour towards another person(s) considered to be racist in nature by any person(s) will be recorded using the 'Guidance for Surrey Schools on Monitoring and Responding to Racist Incidents' (2009) guidelines and forms.

Monitoring, evaluation and review

The school in consultation with the school community will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.





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Good to be Green

Green behaviour

- Being kind and friendly
- Helping other people
- Doing what you are asked to by ANY adult
- Sharing with other people
- Being polite and respectful to everyone
- Joining in with everyone
- Sitting and listening carefully on the carpet
- Doing your best work
- Trying your best at everything
- Putting your hand up to answer a question
- Respecting others belongings
- Being truthful

Blue behaviour

- Not listening to the adults
 - Being silly in class
 - Shouting out or answering back
 - Not respecting equipment
 - Being unkind
 - Not listening or fiddling on the carpet
 - Being too noisy
 - Not doing your work
 - Saying nasty things
 - Snatching things
- You will get a warning first so you can think about your behaviour.

If it continues, you will be given a **BLUE** card.

Yellow behaviour

If have had a Blue card and your behaviour does not improve, you will get a Yellow card

Some behaviour will mean an instant Yellow card

- Lying
- Shouting at other people

Red behaviour

If you have had a Blue card and a Yellow card and your behaviour still does not improve, you will get a Red card

Some behaviour will mean an instant Red card.

- Damaging school property
- Hurting someone deliberately e.g. kicking, punching, hitting, spitting
- Using inappropriate language
- Refusing to cooperate with adults

Children are expected to remain green all the time. If a child is not complying with the behaviour rules, they will be given a warning first.

If, after a warning, unacceptable behaviour continues, then card will be turned to Blue, then Yellow and finally Red.

All card turns will be recorded on the behaviour log system.

For KS2, any card received carries a number of points; the number of points accrued over a half term are added and according to the total, there is a graduated loss of time at the Good to be Green session :

Blue – 2 points, Yellow - 5 points, Red - 10 points

Time lost : 4-12 points - 10 minutes; 13-20 points - 15 minutes; 21-30 points - 20 minutes; 31-40 points - 25 minutes; 41-50 points - 30 minutes; 50+ no GTBG

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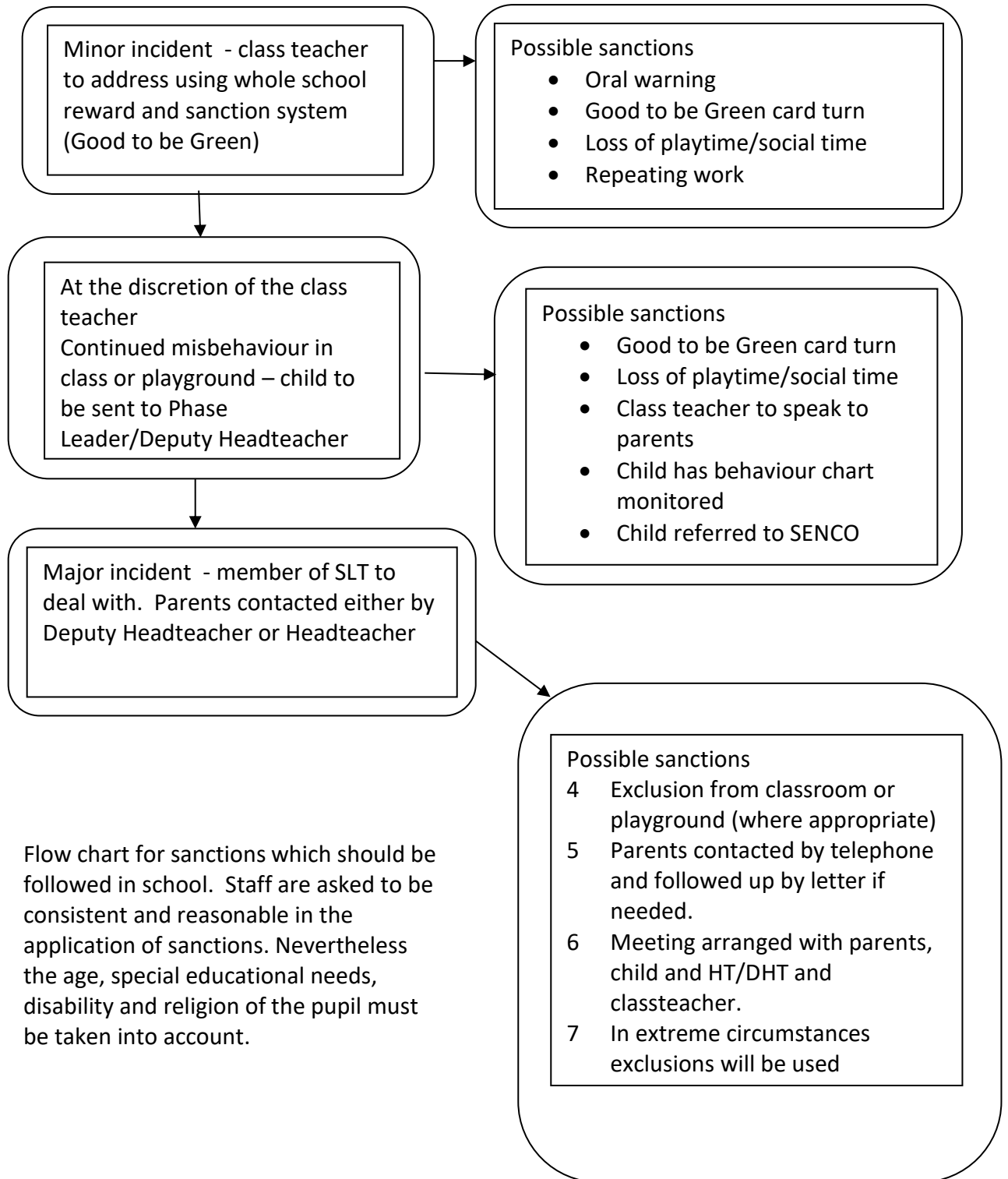


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Flow chart for sanctions which should be followed in school. Staff are asked to be consistent and reasonable in the application of sanctions. Nevertheless the age, special educational needs, disability and religion of the pupil must be taken into account.

