



# Paston Ridings Primary School

# Positive Behaviour Policy 2016/17

Status	Statutory
Date approved	September 2016
Date of next Review	4 years

# Positive Behaviour Policy 2016

## Purpose

The purpose of this policy is to create a positive atmosphere based on a sense of community and shared values.

## SCHOOL VALUES: Learning Without Limits

At Paston Ridings, we believe that learning is the essential building block for life, which gives us the confidence to reach our full potential with no limits.

We, as a community, strive to encourage and inspire children to have an endless thirst for learning and belief in themselves.

We pride ourselves in recognising, respecting and celebrating ourselves and each other as integral parts of the Paston community.

We adopt a zero tolerance approach to bullying by adults or pupils, and any such incidents will be dealt with promptly and firmly.

## Key Principles

At Paston Ridings Primary School the behaviour of staff and pupils is underpinned by our 6 school values and the fundamental British Values:

### School Values:

Respect  
**Teamwork**  
Aspire  
Enjoyment  
Nurture  
Pride

### British Values

Democracy  
The Rule of Law  
Individual Liberty  
Mutual Respect

Tolerance of Those with Different Faiths and Beliefs

## Roles & Responsibilities

- The Headteacher is responsible for setting and ensuring that this policy is implemented and its impact reported to the Governing Body.
- The school monitors and pursues all behaviour incidents and involves external agencies as necessary, e.g. Local Authority Behaviour Panel.
- A member of staff will keep parents informed about rewards and sanctions within the school's behaviour policy, e.g red and orange incidents leading to time out, internal seclusion.

## The Governing body Behaviour Principles

The Governing Body believe all staff, parents and pupils, should work in partnership, so that Paston Ridings Primary School is an orderly community. This will support pupils to feel safe so that they can learn both academic and social skills to prepare them for their next phase of education and life. In order to achieve this, we believe in being fair and consistent in our expectations and implementation of our behaviour policy.

## Expectations

Through our Ethos and Curriculum pupils at Paston Ridings Primary School will (Rule of Law):

- Know right from wrong (Rule of Law)
- Be caring towards others (Mutual Respect) (Respect)
- Be polite and well mannered (Mutual Respect) (Respect)
- Be self-disciplined (Rule of Law) (Pride)
- Respect each other and property (Mutual Respect) (Respect)
- Be responsive to creating an orderly community (Mutual Respect) (Pride) (Teamwork)  
(Tolerance of Those with Different Faiths and Beliefs)
- Be prepared for school (Aspire)

Key Stage assemblies each half term are based on one of the school values (respect, teamwork, aspire, enjoyment, nurture, pride) or a British Value. The value is introduced at the start of the half term and teachers lead follow up assemblies and lessons to promote the messages.

Personalised display boards in each classroom also remind the children which value is the focus for the half term.

At the beginning of each new term the behaviour charter is talked through with the children

giving the opportunity for self-ownership.

### Positive Behaviour and Good Work

- Each teacher has house point coloured cards to give out for different aspects of positive behaviour.
- All children are organised into four houses: **Robins**, **Gold Finches**, **Eagles** and **King Fishers**.
- There is a central display point for collected house points in both KS1 and the KS2 hall.
- Children who work or behave exceptionally well will be sent to Senior Leaders for a merit and a record of merits will be kept.
- To celebrate this achievement, when a child has received 5 merits they will be awarded a Blue Certificate acknowledging good work and behaviour. Once 10 merits have been achieved, a Bronze Certificate will be awarded, followed by a Silver and Gold for 20 and 30 merits respectively. Blue certificates will continue to be awarded for every 5 merits in between. Badges are awarded for 25 merits (bronze badge), 50 merits (silver badge), 75 merits (gold badge) and 100 merits receives an achievement badge. (See appendix 1 and 2 for further information on rewards and sanctions).
- Positive postcards will be sent home to recognise achievements in behaviour, attendance and progress.

### Behaviour Charter

With support from the children (**Democracy**), time out incidents have been re-categorised (Jan 2014) as red and orange depending on severity:

- **Red offences** – consequence for a behaviour which impacts on learning or is violent or aggressive e.g. swearing, racist incidents, deliberate intention
- **Orange offences** – consequence for a behaviour which has less impact on learning e.g. low level disruption, these lead to red detentions.

*Minimum time is at SLT discretion.*

<b>Behaviour RED OFFENCES</b>	<b>Minimum time</b>
<i>Behaviour Incident forms should be completed</i>	
Bullying – persistent physical or emotional bullying	ALL
Prejudicial incidents - being physically, verbally or emotionally nasty to someone because of who they are	ALL
Refusal – refusing to do what you’ve been asked by an adult	ALL
Threatening and emotionally tormenting – e.g. whispering about others, nasty comments	30
Swearing – at anyone	20
Physical aggression – spitting, kicking, hitting, fighting, pushing	20

Verbal aggression – including backchat, rudeness or shouting at another	20
Vandalism – damaging something that doesn't belong to you	20
Stealing – taking something that doesn't belong to you	20
Lying – to get yourself out of trouble or someone else into trouble	20
Leaving your place of learning without permission	20
Play fighting	15

<b>Other RED OFFENCES</b> <i>Orange behaviour slip should be completed</i>	<b>Minimum time</b>
3 times on the sad face (3 orange offences)	20

### Orange Behaviours:

In the event that a pupil does not respond in the expected manner, a verbal warning/reminder will be given. If after this, the behaviour continues to be negative, the following will apply:

- Name on board
- Name on board x 3 in a day to be recorded on an Orange form.

<b>ORANGE OFFENCES</b> (3x lead to Red offence)	
Shouting out in class	Talking in assembly
Not joining in during a lesson	Being unproductive in a lesson
No PE kit (KS2)	Not listening
No Reading book (x3)	Bringing items in from home
Disruptive talking	Playing banned games
Silly noises	Disruptive fiddling

### Procedure:

All detentions to be completed at lunchtime that day or the next, i.e. at the earliest opportunity.

A child is sent to detention; they collect lunch and go straight to the time out room. Senior Leaders decide on the time the child should spend in detention, based on the minimum recommended time.

Adults who send a child to detention for a RED OFFENCE should complete a *behaviour incident form* which the child should bring with them to time out.

Adults who send a child to detention for 3 Orange offences should complete an *orange slip* which the child should bring with them to time out.

At least once a week (Wednesday and Friday) Senior Leaders will record the children who spend 2+ times in detention. These will be recorded, in a file, and consequences put in place.

Teachers will be sent an email to inform them of the name of the child, reason for being in

time out and the consequence to be put in place.

Red Offences per Half Term	Consequence	Teacher Response
X2	Parents are contacted	<ul style="list-style-type: none"> <li>Teacher to speak to parent directly or by phone</li> <li>If unable to contact verbally, a <i>contact slip</i> should be posted home, requesting the parent to contact the teacher</li> <li>Complete <i>parent communication log</i> and give to SLT to confirm parents have been contacted</li> </ul>
X4	Afternoon internal seclusion	<ul style="list-style-type: none"> <li>Teacher to speak to parent directly or by phone</li> <li>If unable to contact verbally, a <i>contact slip</i> should be posted home, requesting the parent to contact the teacher</li> <li>Complete <i>parent communication log</i> and give to SLT to confirm parents have been contacted</li> <li>A date for seclusion to be arranged ASAP by the Headteacher, Deputy / Assistant Head or LBP</li> </ul>
X6	Whole day internal seclusion	<ul style="list-style-type: none"> <li>SLT to speak to parent directly or by phone as soon as is practically possible.</li> <li><i>Parent communication log</i> to be completed by SLT to confirm parents have been contacted</li> <li>A date for seclusion to be arranged ASAP Headteacher, Deputy / Assistant Head or LBP</li> </ul>
X8	Whole day external seclusion	<ul style="list-style-type: none"> <li>SLT to speak to parent directly or by phone as soon as is practically possible.</li> <li><i>Parent communication log</i> to be completed by SLT to confirm parents have been contacted</li> <li>Seclusion to be arranged through Fulbridge Academy Seclusion Centre ASAP by the Headteacher, Deputy / Assistant Head or LBP</li> </ul>

- An Incident Report should be completed for any Red Behaviour
- Incidents of a racist nature will be on a Behaviour incident form, but details are also logged separately by the Headteacher / Assistant/Deputy Head.
- Consider consultation with Learning Mentors and/or Leading Behaviour Professional (LBP) if appropriate.
- Consider placing the pupil on daily report or setting up a Home/School Report Book. (Time limited)
- Class reports are available to use by teaching staff if appropriate. (PPA, cover etc.)
- Incidents of bullying will be dealt with as per the Anti-Bullying Policy 2016 and logs completed.

- Senior Leaders, our Parent Partnership Coordinator and Learning Mentors use restorative justice with pupils to encourage the resolution of issues in a supportive way.

### Orange / Red Cards

- A teacher may decide to alert a member of SLT if they are concerned about a child's behaviour. An orange card will be sent to the Team Leader who will then visit the classroom, at a convenient moment, to remind the child of the behaviour expectations.
- If the child has a Learning Mentor, the orange card will be sent to them in the first instance.
- If a child's behaviour needs a more immediate response, e.g. they are significantly disrupting learning, a red card may be sent to SLT, in this case the Team Leader, Headteacher, Deputy Headteacher or Assistant Headteacher will attend the classroom immediately.

### Individual Behaviour Plans

- Some children may require an Individual behaviour plan.
- Individual behavior plans are specific to a child, they are written by the class teacher in conjunction with SLT, learning mentors, LBP, SENCo and parents.
- IBPs identify triggers, possible challenging behaviours which may be exhibited by the child, strategies to avoid and strategies to use.
- IBPs are always shared with parents and a copy sent home.
- IBPs are reviewed continuously, but are updated at least annually.

### Seclusion / Exclusion

- An internal seclusion in the Seclusion Room may also be considered as an option for either a lesson, part of the day or a whole day.
- The option of using the Seclusion Room will be considered for serious and/or persistent incidents of poor behaviour by SLT.
- A child in Seclusion is expected to reflect on their actions and complete work appropriate to their learning and ability.
- It is anticipated that formal exclusions will be rare, but the Headteacher may consider these for serious and/or persistent incidents of poor behaviour. A formal exclusion would normally take the form of a 'seclusion' in another school.
- Only under exceptional circumstances would a fixed term or permanent exclusion be considered and the school would follow the exclusion guidelines of the LA and DFE in this event.

### Behaviour and School Trips

- Risk Assessments are completed for all trips off site.
- Arrangements for pupils with IBPs will be considered carefully and additional adults taken to ensure that individual needs can be supported, according to the IBP.
- Pupils who exhibit challenging behaviours e.g. non-conforming, refusal to participate, may be considered high risk and be unable to attend an off site activity. Parents may be asked to support the individual to enable them to participate.

- Behaviour on school trips is the responsibility of all adults, and all adults have a responsibility to contact school if they have concerns about a child's behaviour.

### Non-completion of Homework

- Classteacher to follow up non-completion of homework at lunchtime or breaktime, if appropriate, pupils to be supervised to complete the work by the relevant member of staff.
- Persistent failure to complete tasks set for homework should be discussed with parents. This could be during parent consultation evenings.
- Effort and achievement with regard to homework tasks will be commented on in the end of year report.

### P.E. Kit:

- Once children have reached KS2 they should be encouraged to take responsibility for being properly prepared for school and this includes remembering PE Kit. Pupils will be told when PE/swimming sessions are and parents will be informed via letters, group call (text message) and classroom signs.
- A letter should be sent home to parents if the child keeps forgetting their PE kit or a child should have a sticker to remind them and their parents of their PE day. The sticker may read; eg. my PE days are x x and x or I have PE tomorrow please help me remember my kit.
- It is very important that all pupils take part in PE and not having any PE kit should not be used as an excuse not to do it. *Spare PE kit will be available to borrow, although it is accepted that this may still prove difficult when doing outdoor PE as the correct footwear is important.*

### Lunchtime

Behaviour policy and expectations apply.

Play Leaders, Play Buddies and play equipment will be provided to encourage positive interaction and behaviour on the playground at lunchtime. Play Leaders may give out stickers and reward good behaviour with house points.

### High Priority Children Meetings

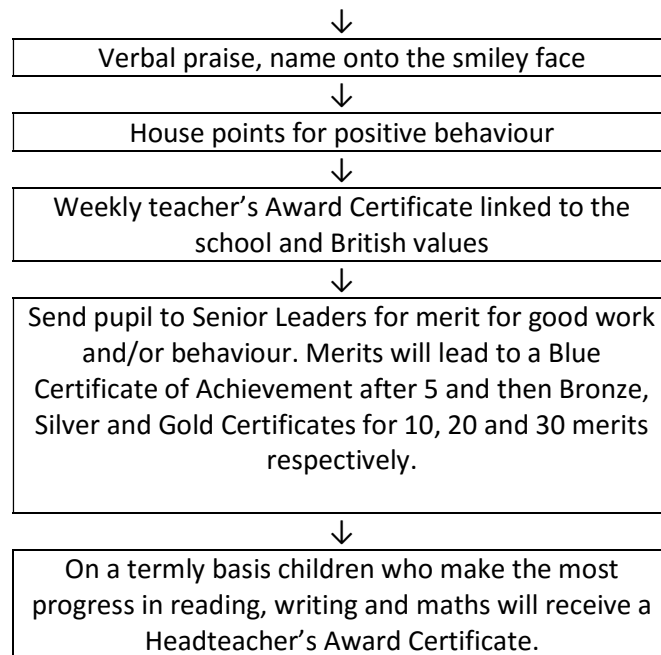
- Monthly meetings to discuss any individual pupils with identified behavior needs are held.
- Meetings are attended by the Headteacher, Assistant / Deputy headteacher, SENCo, LBP and Parent Partnership Coordinator.
- Teachers can identify pupils of concern to the LBP, who will bring the names and concerns to the meeting.
- Each individual pupil is discussed and actions identified to support their behaviour needs. All pupils identified are reviewed at this meeting.
- Referrals may be made to the 'Behaviour Panel' led by the LA, to access specialist services for the pupil.



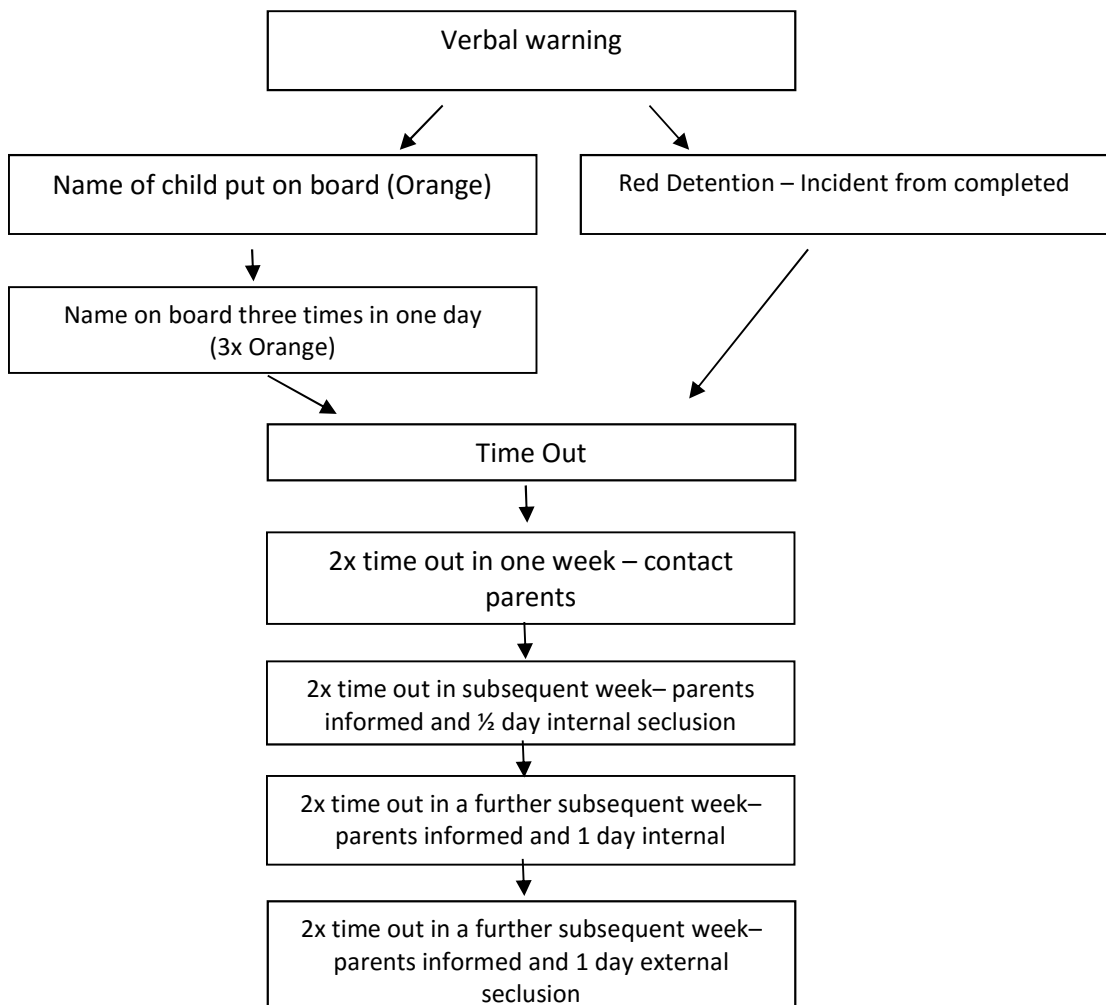
Appendix 1

**BEHAVIOUR PROCEDURE FLOW CHART**

**POSITIVE**



**NEGATIVE – per half term**



## **Appendix 2**

### **Charges for deliberate damage to school equipment and property:**

Pencil – 10p

Ruler – 25p

Handwriting Pen – 50p

Rubber – Small – 10p

Rubber – Large – 20p

Pencil Sharpener – 25p

Exercise Book – 25p

Coloured Pencil – 15p

Set of coloured pencils (6) - £1.00

Set of coloured pencils (12) - £2.00

Paint brush (Standard) – 20p

Paint Brush (Special Quality) – 50p

Reading Folder – 50p

Reading Books/Library Books – according to the book damaged or lost, however pupils/parents should expect to pay a minimum of £2.50 towards a defaced/damaged book.

If pupils deliberately damage larger items of school equipment and property, e.g. – windows, doors, computers, globes, microscopes etc, they, or their parents, will be charged for the repair or replacement of such equipment/property.

### Appendix 3

#### Recommended Detention Times

With support from the children, detentions have been re-categorised as red and orange depending on severity (see revised time out list):

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#### **Other issues (verbal reminders plus...)**

Running inside:	Child should go back to where started
Lateness:	Letter to be sent home
Rocking on a chair:	Child to work for that lesson without a chair, standing or sitting on floor
Make up / jewellery:	letter to be sent home
PE kit:	letter to be sent home and spare kit to be used if appropriate