Prendergast
Community Primary
School

“Believe and Achieve”

Behaviour Management Policy
A message from Prendergast Community Primary School

At all times this policy will reflect the school’s commitment to our Values and to Restorative Practice which can be found in the document entitled “School Core Principles”.

Counter Terrorism and Security Act 2015
Safety is our primary aim

At Prendergast CP School, we place a significant emphasis upon our PREVENT duty, acutely aware of safeguarding responsibilities related to extremism and radicalisation. Staff have received appropriate training and are aware of protocol and provision. Likewise, the school is mindful of the risks and prevention around forced marriage and honour based abuse.

If any individual suspects potential activity around extremism, radicalisation, forced marriage or honour based crime – they MUST report concerns to the school’s Child Protection/Safeguarding Lead – Mrs D Davies, Headteacher, or in her absence Mrs J Dunlop, Deputy Headteacher, or a member of the SSIF team.

Behaviour Management Policy

The staff and pupils at Prendergast Community Primary School aim for a high standard of behaviour. This policy sets out our objectives, as staff and Governors, and the steps we take to nurture acceptable behaviour amongst our learners

Aims

- To develop a whole school behaviour policy supported and followed by the whole school community, based on a sense of community and shared Values
- To encourage a high standard of behaviour by creating a disciplined, caring, warm and happy environment which fosters and promotes our school Values.
- To apply positive strategies, to create a caring family atmosphere in which learning and teaching can take place, in a safe and happy environment, where every individual is valued.
- To teach, through a school curriculum, our own school Values and attitudes, as well as knowledge and skills.
- To encourage good behaviour by providing a range of rewards for children of all ages and abilities
- To make children aware that consequences will follow inappropriate actions and that they need to take ownership of their own actions
- To treat problems in a consistent manner through the Restorative Practice Approach
- To fully incorporate the Restorative Practice Approach in an aim to prevent bullying behaviour.
Objectives

The school’s objectives will encourage children to:

- Demonstrate our school Values
- Have genuine respect for all members of the school community
- Listen to, and value, the thoughts and opinions of others
- Take pride in all they do
- Understand the fairness of the Restorative Practice Approach

In order to achieve these objectives, a positive environment for good discipline and behaviour needs to be created. We do this by:

- Promoting our Values
- Showing respect to all members of staff: Lunch Time Supervisors, Learning Support Assistants, Non-teaching and Teaching staff
- Consistently promoting and praising good behaviour
- Creating a positive environment
- Respecting each person as an individual
- Setting high standards in all aspects of school life
- Avoiding confrontation
- Having a consistent and calm approach
- Increasing the self-regard of all pupils
- Responding to problems as quickly as possible

Our School Values

Pupil voice has assisted the school in developing a set of Values and rewards which permeate school life. These values are:

- Respect
- Thoughtfulness
- Patience
- Peace
- Belief
- Inspiration
- Cooperation
- Happiness
- Pride
- Encouragement
- Appreciation
- Forgiveness
- Love
- Caring
- Courage
- Honesty
- Responsibility
- Freedom
- Sharing
- Trust
- Determination
School Responsibilities

These are the standards of behaviour that we aim for. The responsibilities are posted in every classroom and in appropriate places in and around the school.

1. To follow our school Values
2. To respect everyone and to call them by their given name.
3. To walk quietly around the school.
4. To respect their own and other people’s property.
5. To be polite whilst always trying to do your best.

The School Responsibilities are consistently and continuously promoted by all members of staff; all stakeholders in the school community must be aware of them.

Codes of Conduct have been developed and adopted by the staff of Prendergast.C.P.School. These reflect the standards of professional behaviour that staff expect from those working within the school environment.

A Professional Code of Conduct, devised by staff:
PROFESSIONAL BEHAVIOUR WHEN WORKING WITH CHILDREN

The following Code of Professional Conduct outlines the behaviour expected by all staff, students and volunteers at our school.

- To act lawfully and morally and within the professional guidelines as outlined in key documentation/Safeguarding training
- To exhibit our School Values at all times
- To listen to children and give them time to speak
- To make the time to form positive and open relationships with our children and families
- To promote the Restorative Practice approach
- To provide a safe, calm and caring environment for every child at the school
- To model expected behaviours
- To risk assess our conduct when dealing with children
• To ensure fairness
• To model the appropriate use of language and dress code
• To recognise vulnerability
• To have high expectations of all
• To value and include each and every child at our school – celebrating uniqueness and diversity

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

**Incentives**

One of the major aims of Prendergast C.P. School is to encourage children to practise good behaviour. Modelling Values whilst operating a consistent system of praise and reward, is a way of achieving this.

Effort is rewarded weekly during assembly, with the distribution of praise certificates: Each class teacher chooses a pupil whom they feel has shown exceptional academic performance or shown Values during the week.

Pupils are nominated by their class peers for The Pupils' Choice Award.

Children who display Values throughout the day are rewarded by being given Values Token; these are recorded on an individual and class basis. Children can exchange these for special treats. This system reinforces the view that good behaviour, a positive caring attitude as well as academic success are all valued and rewarded. At our school, good things come to those who deserve it. We want all our children to succeed!

There are other positive incentives used throughout the school, such as:
- Verbal praise by the class teacher, senior manager, or any member of school staff
- Positive feedback and marking
- Stickers for good work and showing values are awarded by all members of the school staff
- Displaying of good work
- Praise assemblies, where “Caught “ moments are shared, giving positive reinforcement to good behaviours which have been seen in and around the school
- Seren Gymraeg
- Attendance certificates
- Positive behaviour and achievements shared with parents, verbally or in the Home/School diary
- Values Tokens
Consequences

There needs to be a common understanding of where the bounds of acceptable behaviour lie.

There will be times when children display inappropriate behaviour, and as members of society we need to give them the tools to understand that we can learn from our mistakes; therefore the Restorative Practice approach will be consistently used across the school. All staff are trained to facilitate resolving conflict through asking the following questions:

Restorative Questions 1 Responding to Challenging Behaviour

What happened?
What were you thinking about at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?

Restorative Questions 2 Responding to Those Harmed

What happened?
What were your thoughts at the time?
What have your thoughts been since?
How has this affected you and others?
What has been the hardest thing for you?
What do you think needs to happen next?

Each case will be treated individually. Children are made aware that they are responsible for their own actions and, wherever possible, play an active part in devising their own set of consequences to resolve conflict and repair relationships.

The school has a proforma to complete, with the children, following any significant incidents (See Appendices).

At Prendergast CP School we expect children to move around the school in an appropriate manner – walking and talking quietly, along with speaking politely and respectfully to all. Problems are to be addressed through avoiding confrontation, showing understanding and empathy, listening and establishing facts, rather than through reaction.

Sanctions

Low level disruption will be dealt with within the classroom. Golden time will be used to reward foundation phase children on a daily basis, and for key stage 2. Time can be accrued throughout the week when good behaviour is shown. In order to counter low level disruption initially children will be given a warning and an opportunity to modify their behaviour, if the child is spoken to again their name will be recorded on a board, low level consequences will then be employed such as a missing all or part of their golden time.
The LEA has issued a list of sanctions for the guidance of schools and the assistance of teachers, this includes:

- Non verbal disapprovals
- Verbal disapprovals on a one-to-one basis
- Verbal disapprovals more publically (within class/ year group)
- Report to SMT
- Separation from friends / associates
- Withdrawal of privileges ( clubs, trips etc)
- Letter or telephone call to parents
- Parental involvement with a visit to school
- Movement to isolated place (with supervision) e.g. social exclusion
- Warning of formal exclusion
- Temporary exclusion involving Governors and LEA
- Fixed Day Exclusion
- Permanent Exclusion

Parents will be involved at the earliest possible stage. If low level problems are persistent or recurring, such as disruptive behaviour or failure to show Values, then the child may then be placed on a daily or weekly report/ monitoring system.

Pupils who require anger and behaviour regulatory strategies must be praised if they walk away from a potential situation or if they cope well when they are angry. Staff will not try to remove a child when they are in an angry state unless they pose a threat to themselves or others. Team Teach de-escalation strategies will be used to diffuse situations. However, others in close proximity to the individual posing a threat may be directed to a safer space. A “cooling off” period needs to be given before the incident is discussed and sanctions issued.

A number of our staff members are Team Teach trained.

Major Incidents

Parents will be involved at the earliest possible stage, concerns about behaviour will be shared verbally and noted in the home / school diary. The school Incident Book will also have a log of events.

If behaviour escalates to a significant level, (physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse and bullying behaviours), more serious consequences will be employed. This behaviour is generally rare and it is the responsibility of the Head teacher or a member of the School Improvement Facilitators (SSIF) Team to deal with it in an appropriate manner.

Parents will be informed immediately of the behaviours and will be asked to meet at the school to discuss the course of action. All incidents of this nature are recorded and kept in a safe place accessible to the SSIF.

The standard procedure for major breaches is:

- A verbal warning from the Head teacher and or the Deputy Head teacher or Assistant Headteachers/Senior Teachers
Withdrawal from the classroom / playground for a set period of time (detention)
A letter or phone call to parents, informing them of the issue
A meeting with parents, to discuss the next stage if behaviour does not improve and how the child’s behaviour can be modified in line with the school facilitating reasonable adjustments.
Possible support and involvement of outside agencies e.g. Pupil Support, TAF, Behavioural Support
If the problem is severe or recurring then a social exclusion will be used
A modified curriculum may then be attached to a social exclusion.
A multi – agency meeting, involving parents, ALNCo, class teacher, Head teacher and support agencies
After consultation with the Governing Body and the LEA guidelines, a fixed term exclusion maybe implemented.
A permanent exclusion will be the final resort

Guidance on these procedures is taken from Exclusion from Schools and Pupil Referral Units (081 – 2012) W.G.

At Prendergast C.P. we aim to be a wholly inclusive, Values driven school. We recognise that there needs to be an understanding that every situation, and every child is unique, often displaying complex needs. As a school we need to ensure at all times that we have flexibility in our approach to challenging behaviour. We aim to accentuate the positives of the behaviour of our children within our school by making full use of our Values/ R.P., rewards and incentives, and sharing ‘Caught’ moments.

Positive Handling of Pupils

The European Act 1997 empowers a teacher or any other member of staff, who with the authority of the Head teacher has charge of pupils, to restrain them by using moderate / reasonable force to stop a pupil fighting or damaging school property or indulging in persistent, defiant disruption in class which is causing a complete breakdown in good order and discipline.

Physical restraint should be used as a last resort only when there is a risk of a young person harming himself/herself or others. Identified members of staff have been trained in Team Teach, and positive handling methods will only be performed with at least one member of this team in attendance. See the school’s Positive Handling Policy

Supervision

Adequate supervision is critical to successful behaviour management. The staff at Prendergast CP have drawn up and agreed a staff duty rota.

Playtimes

Nursery: These times are flexible and are covered by nursery staff
Reception: One member of teaching staff is assisted by the rotated LSA’s
Years 1 and 2: Teaching staff are on playground duty at least one day a week and are assisted on every duty by Foundation Phase LSAs
Years 3 to 6: Year 3 teachers are on duty on Monday, Year 4 Tuesday, Year 5 Thursday, Year 6 Friday and duty is shared on Wednesday, K.S.2 LSAs are also on duty daily.

All staff will arrive on the play ground 5 minutes before the bell rings, to settle the children and bring them into school in a calm, sensible manner. Children enter the school building in an orderly fashion, starting with the youngest children.

Teachers ensure that their classrooms are vacated at appropriate times. Children are not to be left unattended in classrooms without supervision.

**Lunchtime**

Supervision is carried out by a team of Lunch Time Supervisors who can refer to the Head teacher or member of the SSIF if necessary. The supervisors are expected to maintain good discipline; this usually consists of reminding children of the standard of behaviour expected and their Values. The Supervisors must be treated with respect by all at Prendergast CP School, and any inappropriate behaviour towards them physically or verbally will not be tolerated. They will receive regular training to assist them in deploying appropriate and consistent behavior management strategies.

**Parental Involvement**

Children need encouragement and support to enter fully into social life. An active partnership between parents and the school is fundamentally important. Parents need to co-operate with the school in matters of discipline and reinforce the school’s efforts at home.

Parents can help:

- By promoting our School Values at home
- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- By discussing the school rules with their child, emphasising their support of them and assisting, when possible, with their enforcement
- By attending Parents’ Evenings, parents’ functions and by developing informal contacts with school
- By knowing that learning and teaching cannot take place without appropriate discipline
- By being aware that staff deal with behaviour problems patiently and positively by using Restorative Practice.
- By allowing their child to see that parents/school are working together to benefit the individual young person.

At Prendergast CP School, the Head teacher and staff are committed to this positive behaviour policy and actively promote Restorative Practice, our Values and rewarding positive behaviour, in the hope that negative behaviour will subsequently change. It is our intention to offer the pupils a range of experiences and opportunities which will interest, challenge, engage and stimulate.

When agreed rules procedures and Values are adhered to, Prendergast CP School community will flourish, allowing us to be a safe, happy, learning community where everyone can reach their full potential.

We all need to 'Believe and Achieve'!