The Priory Primary School
Behaviour for Learning Policy

Introduction

The Policy has been written to ensure that the behaviour and ethos in the school supports the very best possible standards of learning across all aspects of the academic and social/emotional curriculum.

This policy meets the legal requirements requiring the Governing Body to ensure that a policy promoting positive behaviour is formulated.

In particular:

a) We are required to make and review a written statement of principles to guide the governors, Head teacher and staff in determining measures for promoting positive behaviour; and

b) where the governing body wants particular measures introduced or particular issues addressed, we require the governing body to notify the Head teacher and enable him to give further guidance.

Aims:

This policy aims to create an environment that encourages and reinforces good behaviour. We define acceptable standards of behaviour and encourage consistency of response to both positive and negative behaviour. The children are well aware of school expectations. This policy aims to ensure school expectations and strategies are clear, well known and understood by all staff and children.

It aims to involve everyone in school and at home in its implementation. We recognise the importance of parental involvement and always strive to develop a home/school team approach to any disciplinary issues.

The policy aims to promote good behaviour, self-discipline, politeness, respect, cooperation and consideration for others. We are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Pupils are encouraged to be proud of The Priory Primary School. They are encouraged to help take decisions about class rules. Representatives of each class, who make up the School Council, help to formulate playground rules. Children are expected to follow rules and are aware that there are consequences if they fail to do so. Children at The Priory are encouraged to work cooperatively with each other and with staff, and to have high expectations of themselves and others at all times.
Education for Inclusion Statement

There is an expectation that all children in school will be supported appropriately in order for them to access the standard of behaviour expected under the terms of this policy.

Expectations and roles

All adults within the school setting have a responsibility to support this policy through a consistency of approach and therefore have roles within it. All staff have been involved in setting up this policy and must therefore be clear and committed to its implementation.

The Head Teacher is responsible for ensuring that there is a policy which is actioned, monitored and evaluated.

The SENCO is responsible for ensuring that individual plans reflect individual children’s need and necessary provision; and is responsible for supporting children’s access to learning ensuring the most appropriate provision.

Phase Leaders and class teachers within the school are responsible for dealing with day-to-day issues and referrals, including liaising with parents.

Subject Leaders are responsible for ensuring that subject policy and delivery give the appropriate challenge.

Class Teachers are responsible for ensuring that their curriculum provision provides the very best opportunities through assessment for learning and by implementing the Behaviour for Learning policy. This should take account of the interests and aptitudes of the children and ensure that there is an exciting, interesting and accessible curriculum for all.

All staff are responsible for ensuring that the policy operates at dinnertime in the same way as the rest of the day.

Everyone has a responsibility to be a role model for good behaviour, mutual respect and good manners. Staff, children and parents must treat each other as they would expect to be treated. Anyone who falls short of this expectation must be challenged appropriately.
Values

Values are at the heart of who we are; driving what we do and how we do it. The school has a set of core values that are embedded within the school and set the expectations for learning. The values are taught throughout the curriculum, in assemblies and are promoted by pupils, staff and governors.

These key values are:

- Respect
- Honesty
- Courage
- Tolerance
- Peace
- Love
- Friendship
- Responsibility

Our children uphold our school values and are proud to do so.

Rewards

Pupils are valued as individuals and their talents, interests and developing personalities are recognised, acknowledged and appreciated. Recognition is identified through: assemblies, golden work, house points (rewarded for academic successes), certificates, stickers and appointments to positions of responsibility (including; House captains, School Council Leaders, Head boy and Head girl in Year Six).

Wherever possible, the positive aspect of a pupil should be emphasised and designed to enhance a pupil's feeling of self-worth. Values are taught as part of the curriculum and are embedded in the school ethos - they are celebrated using the reward system.

Value house points are awarded to pupils who are identified as displaying one of the school's core values and these are rewarded in assemblies.
Strategies for sustaining positive behaviour

It is important that standards of behaviour are established from the earliest contact each day, each lesson, etc. Staff are expected to meet their pupils as they come into school and ensure that they enter school ready to learn (i.e. walking sensibly). Behaviour in the corridors should be supervised at all times etc. Class protocols for efficient storage and retrieval of equipment need to be agreed. There should be an expectation that once inside the classroom all children are focused upon learning and that lessons start immediately. These systems need to be in place for every session of the day. Children should not be left unsupervised at any time.

It is very important to teach good behaviour – as in written work, show what good behaviour and good manners look like and discuss the characteristics.

Any adult who witnesses poor behaviour must challenge it appropriately and in accordance with this policy. No adult should ever ignore behaviour which falls short of the expected standard in school. During assemblies, staff continue to be responsible for the conduct of their own classes. If there is a reason that staff are not in assembly, they must ask another member of staff to take responsibility. The staff in attendance must be prepared to deal with behaviour issues (appropriately and as unobtrusively as possible) so that the person taking assembly can focus upon the learning or celebration issue.

Lunch Time

All lunch time supervisors will be trained, have a full understanding of expectations of behaviour and understand the behaviour for learning policy. The children will refer to supervisors by surname, like wise dinner supervisors will respond appropriately with children. When lining up for dinners, this should be carried out appropriately, e.g. children not waiting in lines for long durations of time.

During dinnertime, any staff in the dining hall must challenge inappropriate behaviour. If children do not obey a member of staff or do not comply with expectations of good manners, this should be referred to the Class teacher if this is the first offense. A child who regularly exhibits inappropriate behaviour at lunchtimes should be made aware to the DHT or phase leaders so that strategies can be put in place or observations undertaken.

Foundation Stage

The children who break a rule are given a warning and then have time out at the first available opportunity, usually on ‘Mr Think It.’ Practitioners will constantly model and point out expected behaviours within the class.
Good to Be Green Strategy

A Whole School Approach

At The Priory Primary School we believe that good behaviour is the key to a good education. We establish a creative learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.

Rights and Responsibilities

Everyone in the school community has rights and responsibilities to ensure that The Priory Primary School is a safe place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

The school environment plays a central role in the children’s social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At The Priory Primary School we have adopted a behaviour programme called ‘It’s Good to be Green’. In school, we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing ‘green behaviour’. Our expectation is that everyone in the school community will show these behaviours at all times.

Why positive behaviour management?

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim at The Priory Primary School is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and
without a calm, orderly atmosphere effective teaching and learning cannot take place.

We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the agreed rules are followed.

**Green Behaviours**

- The school staff will work to promote ‘green behaviours’ at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of the school ethos. They provide a focal point for fostering tolerance and respect.
- The SLT will hold regular assemblies to revise with children what is meant by ‘green behaviours’ and what this will look like.
- Class teachers will discuss ‘green behaviours’ with their pupils and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class Teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

**School and Classroom Rules**

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of what ‘green’ behaviour expectations are. The school rules are as follows:

**The Priory Primary School Learning and Behaviour Standards**

At The Priory Primary School we respect each other and treat each other, as we would like to be treated:

- *We actively listen, co-operate and participate.*
- *We celebrate our learning and plan our next steps.*
- *We make the most of our learning time and complete tasks.*
- *We help and encourage others and look after our school.*
- *We settle our arguments by talking about them.*
- *We are honest, tell the truth and are kind to each other.*
The principle behind this system is:

That all pupils have the opportunity to make **positive choices** about their behaviour and influence outcomes. That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.

Pupils who regularly follow the rules are noticed and rewarded for making the correct choices in regards to their behaviour.

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines

- All pupils have a pocket with their name on.
- All pupils start with a green card in their wallet every day.
- If a pupil(s) make positive individual choices about their behaviour or effort, the teacher rewards them with praise or a class based reward.
- If a pupil(s) make negative individual choices, the teacher or TA will verbally encourage them to make more positive choices, **nothing** is recorded.
- If a pupil(s) continues to make a wrong choice again, the child puts a verbal card (V) in their wallet. Teacher or TA reminds child of the wrong behaviour.
- If pupils continue with negative choices, the child moves a yellow card in their wallet, so as to reflect their behaviour. The child is isolated for 15 mins – 1 hour in the classroom.
- During the remainder of the session, if the child makes positive choices, the card can be **returned to green**. This acts as a clear indicator to the child that they will need to consider their behaviour, and make **positive changes** to get back to green.
- If inappropriate behaviour continues, the child moves to stage 2 by placing a red card into their wallet. This can also reflect a more serious incident that has taken place. The support member of staff (if available) takes the child to the Phase leader (Phase 1 – JBy or Phase 2 - SM). The **Phase leader** records this warning in SIMs. The child remains with phase leader for ½ or 1 session, dependent on the incident that has taken place. Work **MUST** be given by the class teacher. Any work not completed is then finished in the child’s own time, either playtime or lunch time.
- If behaviour is serious (see guidance), the child is taken immediately to the DHT. A recording of this is made on SIMs by the DHT reflecting incident and actions taken.

**Good to be Green Hierarchy of Sanctions.**

The Table below shows the hierarchy of sanctions that should be followed:
<table>
<thead>
<tr>
<th>Warning Type</th>
<th>Action</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Reminder</strong></td>
<td>Child - Not recorded&lt;br&gt;Teacher - Gentle reminder to child verbally of what it is that is not suitable behaviour.</td>
<td>Interrupting or shouting out etc. Basic low-level issues, noise levels, not listening, off task, etc.</td>
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<tr>
<td><strong>Recorded Verbal Warning</strong></td>
<td>Child – Child records the 2nd verbal warning by placing a V on the behaviour chart.&lt;br&gt;Teacher – No other action taken</td>
<td>Continues to call out after 1st verbal warning.&lt;br&gt;Continues to cause low level problems in class, silliness, etc.</td>
</tr>
<tr>
<td><strong>Yellow Stage 1</strong></td>
<td>Child - Incident recorded by the child placing a Yellow card in their wallet.&lt;br&gt;Teacher - Child to be removed from the group he or she is working with for 15 mins – 1 hour (depending on severity of incident). Child will be asked to work with a member of support staff or isolated in the classroom.&lt;br&gt;If a card is observed by a member of SLT, they are to quickly discuss expectations and reasons for misbehaviour.</td>
<td>Child ignores instruction from teacher.&lt;br&gt;Continuation of talking or not completing work due to misbehaviour.&lt;br&gt;Child disrupts lesson after being reminded to stop.&lt;br&gt;Incidents of low level behaviour. E.g. flicking, prodding, aggravating, annoying etc.</td>
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<tr>
<td><strong>Red Stage 2</strong></td>
<td>Child - Incident recorded by the child (or teacher) placing a red card in their wallet.&lt;br&gt;Teacher - Child to be sent to Phase Leader and in their absence the DHT. Child to spend a ½ to 1 session with Phase Leader who will remind the pupil of expectations and that the DHT will be informed. <strong>Phase Leader records incident in SIMs accordingly using code 'red.'</strong></td>
<td>Child is defiant or disrespectful to a member of staff.&lt;br&gt;Incidents of disruption that has impact to the learning in the class.&lt;br&gt;Hits another pupil and/or calls someone a name.</td>
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<tr>
<td><strong>Stage 3 DHT</strong></td>
<td>Teacher/Phase leader/other adult – To remove child from classroom and taken to DHT. Incident is discussed and parents informed by phone or meeting at end of day. Child to then continue work in phase leader’s classroom, unless this is deemed to be inappropriate.&lt;br&gt;DHT – DHT to inform parents. Child to be given an internal exclusion for ½ to 1 day, depending on severity. This must happen on the next school day. This is agreed with parents during contact via a phone call or meeting. <strong>Incident to be recorded in SIMs with detail of incident.</strong></td>
<td>Refusal to follow instructions given by an adult.&lt;br&gt;Incidents involving violence towards another child.&lt;br&gt;Swearing at a child or an adult.&lt;br&gt;Threatening behaviour or comments of a racist nature.</td>
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</tbody>
</table>
| Exclusion | Verbal abuse to staff.  
Physical abuse to staff, pupils or others.  
Threatening behaviour towards adult or child.  
Sexually inappropriate behaviour.  
Racial abuse to staff, pupils and others.  
Setting off the fire alarm. |
|---|---|
| If necessary, referral to Inclusion Officer re. intervention work (if this is a series of incidents over a duration of time).  
If necessary, a behaviour chart is to be drawn up and discussed with parents.  
If necessary, a referral to the LA Behaviour Team.  
Head Teacher to be informed of referral. |

**Key Stage 1 and 2:**

Children, at the discretion of the teacher, may be kept in for short periods at playtime/ lunchtime for non-completion of classwork/homework and/or their behaviour. Although this is clearly a sanction it must also, where appropriate, be seen as a supportive measure to address the reasons for behaviour or non-completion of work. Consideration needs to be given to the length of break time a child misses, the regularity of this and the age of a child. Children should not be persistently missing break times, as this would indicate underlying problems that could be addressed elsewhere in the school.

If behaviour is inappropriate daily, class teacher must speak to SEND Leader for further guidance and possible involvement of external agencies (exclusion support).

The Head Teacher should only become involved in the above processes if a child has refused to co-operate with the strategies outlined or if this leads to a safeguarding issue.
Exclusions

Lunchtime Exclusions

Pupils whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. Free school Meals entitlement will be honoured. Lunchtime exclusions will normally last for between one and two weeks.

Fixed Term Exclusions

A pupil may be excluded for a fixed period of time in response to breaches of the school’s behaviour policy which are considered to be not serious enough for a permanent exclusion. A pupil can be excluded for a maximum of 45 days in one academic year. When a pupil receives three fixed term exclusions in one term, an Early Help assessment will be considered, leading to a ‘team around the Child’ (TAC) meeting.

Below are examples of the sort of behaviour that warrant a fixed term exclusion:

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Length</th>
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</thead>
<tbody>
<tr>
<td>Continued disruption in lessons and school</td>
<td>Up to 3 days</td>
</tr>
<tr>
<td>Defiance</td>
<td>Up to 3 days</td>
</tr>
<tr>
<td>Verbal abuse to staff, pupils and others</td>
<td>Up to 5 days</td>
</tr>
<tr>
<td>Racial abuse to staff, pupils and others</td>
<td>Up to 5 days</td>
</tr>
<tr>
<td>Bullying – either physical or verbal</td>
<td>1+ days</td>
</tr>
<tr>
<td>Physical abuse to staff, pupils or others</td>
<td>1+ days</td>
</tr>
<tr>
<td>Sexually in appropriate behaviour</td>
<td>3+ days</td>
</tr>
<tr>
<td>Theft</td>
<td>Up to 3 days</td>
</tr>
<tr>
<td>Vandalism</td>
<td>Up to 3 days</td>
</tr>
<tr>
<td>Extortion</td>
<td>Up to 3 days</td>
</tr>
<tr>
<td>Threatening behaviour</td>
<td>Up to 5 days</td>
</tr>
<tr>
<td>Setting off the fire alarm</td>
<td>Up to 3 days</td>
</tr>
</tbody>
</table>

The length of exclusions above are a **guideline only** and longer exclusions (including permanent) will be implemented depending on the severity of the offence.
Permanent Exclusion

A decision to permanently exclude a child can only be made by the Head Teacher (or the Deputy Head Teacher if the Head Teacher is not on site) and should be taken only:

. In response to serious breaches of the school behaviour policy
. If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to permanently exclude a pupil is a serious one. It may be necessary to put a fixed term exclusion in place pending the outcome of an investigation.

If a pupil commits a serious ‘one off’ incident, the Head Teacher can decide to permanently exclude a pupil. These incidents could be:

   a. Serious, actual or threatened violence against another pupil or member of staff
   b. Sexual assault or abuse
   c. Supplying an illegal drug
   d. Carrying an offensive weapon

If a pupil is involved in a criminal activity, the school will inform the police.
The school will write to the parents/carers indicating the reasons for the permanent exclusion and about their rights and responsibilities.

More detailed information is available in the Sandwell Exclusions – Good Practice Guide.

It is important that each tier of leadership should only be involved in behaviour issues using the referral routes set out. In this way, the Head teacher should have greater involvement with children who meet behaviour expectations, than those who do not. Referrals to the Head teacher for a behaviour issue should be rare. This consistency is the key to achieving behaviour that supports learning.

Review

The Head Teacher will review this policy in September 2020