

# Behaviour Policy



Preston Grange Primary School

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Next review due: February 2025

At our school we believe in managing children's behaviour through positive reinforcement. We aim to reward positive behaviour and deal with inappropriate behaviour fairly and firmly. School rules encourage courteous and respectful, and every opportunity is taken to support self-discipline, whereby children know that there is a choice between the right and wrong way to behave. Children are involved in being responsible for their own actions and behaviour. All staff in school have consistently high expectations of behaviour.

### Responsibilities

Our whole school community believe that **children** should

- Support and care for each other
- Respect each other, all adults, property and themselves
- Listen to others and respect their opinions
- Take responsibility for their own actions and behaviour
- Follow instructions from all members of staff

In return, **all staff and adults** in school supports children's positive behaviour through a range of ways:

- through dealing with children's behaviour consistently through application of school reward systems and sanctions.
- by providing a range of SMSC opportunities across school,
- through Castles time (PSHCE) on a Friday
- by covering SEALs work, including Anti-Bullying week
- through themes covered in assemblies
- by teaching children explicit school values (12 core school values, linked to SEALs work)
- Through programmes such as Thrive

We expect that **parents** are aware of the core values and expectations of our school, and to support us in the way in which we manage the children's' behaviour, reinforcing school's rewards or sanctions at home.

### Ways in which we encourage good behaviour:

- Through managing children's' behaviour staff may use a range of strategies which may include:
- Non verbal signs/approval
- verbal approval/acknowledgement
- smiley face stickers/stamps
- Castle points being awarded, special certificate in weekly 'Well Done' assembly
- sending a child to a colleague or the Headteacher for praise
- verbal feedback to parents
- Superstar Shoutout (in lessons)
- Children in KS1 who are sitting on the green traffic light
- Staff briefings (Monday, Friday) discuss pastoral information, involving what may be affecting a child's behaviour
- Involvement of our HLTA for Mental Health and Wellbeing– staff are able to refer children for specific issues

### Ways in which we manage unacceptable behaviour:

Where there are minor issues of poor or unacceptable behaviour, this will be dealt with by the class teacher, however, incidents of a serious nature are recorded. Teachers may use strategies which include the following, at the discretion of the teacher:

- Non verbal eye contact/signs
- Moving a child to another seat/place
- Simple directions
- Refocusing or diversions to stop the unacceptable behaviour
- Giving rule reminders
- Using visual behaviour prompts in Early Years and KS1 classes
- Giving children a choice
- Giving warning of the consequence
- In or out of class time out

- Time lost from playtime
- Internal exclusion
- Speak to parents/ carers at the end of the day

### Outside the classroom

Lunchtime supervisors listen to all sides of the story, involving children who have also witnessed the incident when investigating an incident on the yard. Staff use a Narrative Box ‘visual prompt’ card – covering the ‘who, where, what, when’ steps of questioning. If needed, any incidents at lunchtimes will be handed over to teaching staff and this will be monitored by the Headteacher for patterns of behaviour. The Senior Lunchtime Supervisor liaises with the Headteacher when necessary, regarding any incidents of unacceptable behaviour. Teachers are available to lunchtime staff if there are any incidents that need to be relayed at the end of playtime.

At playtimes or lunchtimes staff will use a range of sanctions for unacceptable behaviour such as described above, and others including:

- ‘Sitting out’ (time out from playtime or specific activities/games)
- Walking around with a lunchtime supervisor
- Being sent into school - should the behaviour to be more serious for the DHT or HT to deal with
- Our HLTA for Wellbeing, Guidance & Support actively uses preventative strategies to ensure positive playtimes, and is based outside for half of lunchtime.

### Serious misbehaviour or persistence of unacceptable behaviour:

Serious misbehaviour or persistence of low level misbehaviour may involve the class teacher or (in some cases) the Headteacher speaking to the parents.

At this stage a behaviour diary may be started involving home and school to complete over a period of time to monitor the behaviour. Where children need extra support with their behaviour, further strategies may be used:

- Child being given a moment of choice
- Social stories being used
- Learning mentor/HLTA involvement
- Behaviour reminder ‘prompt cards’ being used

- Additionally, external agencies may become involved, ie. CAMHS or other agencies.
- LCT emotions scales
- Recording the incident on CPOMS (online Child Protection system)

In cases where a behaviour diary is used, parental involvement and regular meetings with parents, school (and sometimes Learning Mentor and HLTA ) are required.

### **Serious misbehaviour**

Incidents of serious unacceptable behaviour include:

Persistence of poor behaviour, vandalism, homophobic or racial abuse, threatening behaviour, isolated incidents of violence, abusive or threatening behaviour towards staff, dangerous refusal to follow an instruction, bullying (see Anti Bullying policy), severe or persistent aggressive behaviour or outbursts of temper/anger, if the behaviour constitutes a safeguarding issue.

In the case of serious unacceptable behaviour, a behaviour contract will be drawn up between school, parents, the child and external agencies/learning mentor. The contract will specify:

- Clear boundaries and expectations of the child's behaviour
- Which actions are not to be tolerated
- Specific 'stepped' sanctions which will be used should the misbehaviour continue
- Ultimately, exclusion (internal or external) may be used as part of the sanctions specified on the behaviour contract.

Please also see our Anti Bullying Policy

### **Bystanders**

A bystander is 'a person who does not become actively involved in a situation where someone else requires help' (Clarkson 1996, p6) and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the sidelines and doesn't intervene or get help, even if someone needs it. Bystanders are those people who slow down to look at a traffic accident, but don't stop to offer assistance, the people who watch an argument on the street, and the crowd that gathers to watch a playground fight. They are the audience that engages in the spectacle,

and watches as a drama unfolds. Though they don't actively participate, they encourage the perpetrators, who will feel driven on by the audience.

Most of us have been a 'bystander' at some time. We justify it by saying that it's natural to be curious about unusual events; that there may be good reasons for not getting involved in other people's business, such as fear of getting hurt ourselves, and that we're not doing any harm. Bystanding is not passive; witnesses to bullying play very different roles, some more active than others, and these contribute significantly to what takes place.

'Doing nothing' does have a real impact on events and may cause harm. To tackle bullying we must understand the responsibilities of peer and adult bystanders who want to seek solutions to bullying and take action where it is needed.

### **How can bystanders help when tackling bullying behaviour?**

Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged. We adults must seek to model positive upstander behaviours at all times.

#### **Upstanders**

Passive bystanders are people who choose, for whatever reason, to ignore the situation, or to do nothing about it. Upstanders are people who do something to try and improve the situation.

This is linked with the PSHE curriculum, children are taught what being a passive bystander looks like and how to be an upstander. We link this with our Rights Respecting School Award (RRSA) work and are working with the School Council to develop a child-friendly version of this policy to ensure that all children feel confident in following the four step interventions outlined below:

**Direct** – Use words or actions to stop what is going on.

**Distract** – Interrupt the interaction.

**Delegate** – Ask someone else to help.

**Delay** – Check-in after the interaction.

## Consequences for Bystander Behaviour

Bystander behaviour will be dealt with proportionately to the seriousness of the incident and the actions (or lack thereof) of the bystander.

## **Exclusions**

In cases of persistent unacceptable behaviour and where other sanctions/strategies listed above have been exhausted, the North Tyneside Exclusion – Good Practice guidelines will be followed. In some cases, internal exclusion will be used (child placed in another class for a specified time, usually one day).

Ultimately, external exclusion may be used, and be for a temporary fixed term (normally for a period of up to 5 days.) If necessary, permanent exclusion may be considered, in consultation with the Governing Body.

At all times, should there be a safeguarding issue related to poor behaviour, sanctions and strategies will always be discretionary, depending on the severity of the behaviour.