

# Behaviour Policy



Preston Grange Primary School

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Last reviewed: January 2025

Next review due: January 2027

At our school we believe in managing children's behaviour through positive reinforcement, our strong school ethos, understanding of our school values and understanding of the rights of a child (RRSA). As a result of this, behaviour in school is excellent. 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 our PSHE curriculum, including Anti-Bullying week
- through themes covered in assemblies
- by teaching children explicit school values (9 core school values)
- through programmes such as Thrive (whole school, group and individual programmes)
- recognising and regulating emotions from the Early Years and beyond through using Zones of Regulation
- staff are well-equipped through CPD and therapeutic - approach training e.g. PACE, Thrive
- teaching children about their rights through the Unicef Rights Respecting School Award programme (RRSA)

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)
- 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:

We define unacceptable behaviour as:

- disruption with in lessons and in and around school
- non-completion of classwork
- poor attitude towards staff, the environment and peers
- non-compliance with direct instructions
- not embodying school values

Serious misbehaviour is defined as persistent unacceptable behaviour (above) and Isolated Serious Unacceptable Behavior (see below).

Where there are 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

- Sensory circuit work to support regulation
- Narrating

### 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**

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

Where children need extra support with their behaviour, further strategies may be used:

- Moment of choice work with wellbeing lead and development of a personalised toolkit
- Social stories being used
- Wellbeing Lead/ 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 Wellbeing lead) are required.

Incidents of serious unacceptable behaviour can be persistent unacceptable behaviour or isolated serious unacceptable behaviour (outlined below).

### Persistent Unacceptable Behaviour

In the case of persistent unacceptable behaviour or serious unacceptable behaviour, a behaviour diary will be used to communicate with parents about incidents in the school day. The diary 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.

### Isolated Serious Unacceptable Behavior

In cases of isolated incidents of violence towards staff or children, abusive or threatening behaviour towards staff, dangerous refusal to follow an instruction, bullying (see Anti-bullying policy), severe or persistent aggressive behaviour, sexism, racism, homophobia or outbursts of temper/anger, exclusion may be used without a behaviour diary being previously been drawn up at the discretion of the headteacher.

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 and 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 RRSA ambassadors 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.

### **Children with significant SEMH needs**

Although the majority of children with SEMH needs can access the universal behaviour policy above, we understand that children with significant SEMH needs (displayed in school) may need an alternative approach and support while still ensuring the school remains a safe place for all pupils and staff. This cannot be a blanket approach but is developed with the specific needs of individual children in mind. At this point the school will develop a Safety Plan (a working document identifying triggers, past strategies and current strategies) involving all those involved in working with the child.

School uses a three tiered approach to support these children in learning to regulate their behaviour in order to access learning.

Universal Offer (for all)	Classroom practice, school ethos, policy and practice
Targeted Offer (School Intervention)	Examples that may be used; Withdrawal, small group/ individual intervention, use of the Rainbow Room, Thrive
Targeted Offer (Outside Intervention)	Examples that may be used; Specialist providers e.g. School support team, Play therapy, Educational Psychologist, Connect team, Therapy services, EHA, Mind Stars, Alternative Provision

### **Exclusions**

In cases of serious misbehaviour (outlined above) 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.

At all times and regardless of SEMH needs exclusions may be used depending on the severity of the behaviour and at the discretion of the headteacher.