



Pinehurst Primary School Behaviour Policy

'Experience, Excel and Enjoy'

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

At Pinehurst Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to and used regularly by all adults working in school.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are ready, respectful and safe.

Objectives

For children to show:

- Self-respect by having a positive view of themselves
- Self-confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

Greeting Pupils and Parents

At the start of every day, pupil and parents are greeted by staff on the school gate. Pupils are greeted into class by offering a handshake and a personal moment/comment to form the bedrock of trusting relationships. Pupils see how their hands can be used positively through consistent adult behaviour. Children are only *offered* a handshake. Mutual respect will ensure that for pupils who do not wish to return the handshake this is accepted.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place and in the displays around school. Achievement is celebrated in every classroom and **all** efforts are valued.

Forms of Rewards:

1. **Verbal comments of specific praise** are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.
2. **Class Dojos** these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model. The number of class Dojo's will be collected each week and the winning class will be celebrated in the celebration assembly. The winning class will win a prize. (See appendix 1) When individual children achieve 100 hundred Dojo's in a term they will receive an additional award. If all children in the class can achieve 100 Dojo's in a term an additional class prize will be awarded.
3. **Celebration Assemblies** are held weekly to celebrate achievement and effort. Parents are invited to attend.
4. **Teacher's Award** - Each week staff choose one pupil from their class to receive a certificate in Celebration Assembly. These pupils will receive a certificate stating what they have done to achieve this award and the teacher will give a brief talk about/show some of the pupil's work and can include statements from their peers. These certificates are awarded for personal achievements within school, rather than personal/social endeavours.

5. **Lunchtime Award** - Each week, the lunchtime staff choose children to receive a certificate in assembly for their behaviour and conduct at lunchtimes.
6. **Attendance** - Those children with 100% attendance each term are presented with a special certificate and badge. Each week each class receives a cheque equal to the percentage attendance for the week e.g. 100% = £10.00, 98% = £9.80 for 'Pinehurst Pennies' to add to their attendance piggy bank. At the end of each term the class with the highest amount in their piggy bank cashes it in for a chosen reward. The class with the highest attendance each week is presented with their cheque and an 'Attendance Cup' in Celebration Assembly.
7. **Praise Postcard** - Each week, teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.
8. **Phone Calls Home** – At least once every term, teachers are encouraged to make a phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.
9. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?"

Pick out and publically celebrate someone who is doing the right thing.

If this doesn't work, follow these steps:

Reminder	Remind the child of our school rules: "Ready, Respectful, Safe". Deliver this privately wherever possible.
Caution	Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime."
Time Out	If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted). Make a note.

	<p>Reception = 5 minutes time out KS1 = 7 minutes time out KS2 = 10 minutes time out</p>
Calming time	<p>The child may need a few minutes to calm down, breathe and look at the situation from a different perspective. This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.</p>
Repair	<p>Use the repair script (see below). The child will also lose their age in minutes. Log on Cpoms, including the amount of break time missed.</p> <p>If, after using the script and being given a chance to calm down, the child continues to make poor choices, they will miss their entire next lunch break (Detention).</p> <p>Those children on a risk assessment form may have a bespoke approach to behaviour management which will be identified on the risk assessment form.</p>

If a child needs to catch-up on work, the child will receive a Homework slip to complete at lunchtime to a satisfactory standard.

30 seconds script

Limit formal one-to-one interventions for poor behaviour in class to **30 seconds** each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want.

Walk away and **write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

"I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke."

"You have chosen to..." (catch up with your work at break, come and talk to me at break etc.)

Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."

Repair script

1. "What happened?" *Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.*
2. "What were you thinking at the time?" *This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.*
3. "Who has been affected?"
4. "How have they been affected?" *It is important that the child considers others and the impact of their behaviour.*
5. "What do you think about what happened now?"
6. "What should we do to put things right?" *This may not always be an apology as a forced apology is worthless.*
7. "How can we do things differently in the future?"

On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Within a Reflection session children will focus on the following key questions and consider their responses:



Parents will be informed when there has been a serious incident, the child has missed all their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning. Class teachers or SLT as appropriate will have a discussion about the behaviour and share their parents the planned way forward.

Within the Nursery (2-4 year olds), when pupils do not follow behaviour expectations they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 2-3 minutes (the approximate age of the child). A sand timer is used to support the child's understanding of the length of their 'Thinking Time'. If appropriate, after the 'Thinking Time', a child may be supported to apologise to another child or adult for their behaviour using signs and/or language. To repair in our Nursery setting, adults should choose two restorative questions when possible. Reception pupils will have three questions. With younger children, focus on who else has been affected and what they can do to make things right. This time will be supported by an adult using restorative practice questions.

If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family.

If additional support is required to de-escalate a situation, staff members may phone the SLT for assistance. Sometimes the additional staff member will stay in the class whilst the most appropriate staff member supports the child.

If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- A requirement for a written apology
- Meeting with a senior staff member
- A letter or phone call home
- A meeting with parents
- A pastoral support programme
- Home School Diary
- Exclusion from class
- Exclusion from school (LA guidelines to be followed for either fixed term or permanent exclusions.)

SEND / Vulnerable Pupils

We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable.

Home School Diaries

Children who regularly receive a 'Time Out' may be given a 'Home School Diary' in which the teacher will make a comment about behaviour during each session of the school day. The child will also take the diary home to ensure that parents are kept informed about their child's behaviour, to allow them to make a comment. Some children may be given a behaviour chart where they track and reward good behaviour during each teaching session. Children who have these diaries are monitored by the Senior Leadership Team.

Before & After-School Club

Our Before and After-School Club maintain the same high expectations of behaviour as we have during core school hours. Unwanted behaviours are addressed through a verbal warning, which could lead to 'Thinking Time'. During this time, pupils sit within the room, but not partaking in activities. Lower level behaviours would not be reported to parents/carers at pick-up but shared with class teachers. More significant behaviour will be shared with parents and carers at pick up time.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area. They may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded on CPOMs.

Unacceptable behaviour, which may result in a Time Out or Reflection (Reception – Year 6) and in some instances exclusion, includes:

Please note that this list is not exhaustive.

- Disobedience to a reasonable instruction: Time Out
- Non-completion of school work that could be reasonably expected: Time Out
- Making unkind remarks: Time Out
- Answering back, rudeness: Time Out
- Moving around school in a way that falls below expected standards of general behaviour, e.g. running, shouting, pushing: Time Out
- Not telling the truth straight away or at all: Time Out
- Foul language and swearing: Time Out / Reflection
- Damaging property, including defacing property: Time Out / Reflection
- Stealing, including hiding another person's property: Time Out / Reflection
- Biting, spitting, hitting and kicking: Reflection
- Aggression to adults: Reflection
- Racist or derogatory comments that cause offence: Reflection (racist comments will be recorded and shared with the Local Authority)
- Fighting or encouraging others to fight: Reflection
- Forming gangs for the purpose of intimidating others: Reflection
- Putting themselves, other children or adults at risk: Reflection

Exclusions:

In very exceptional circumstances it may be necessary for a child to be excluded from school. The Headteacher (or Deputy Head in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. Please see our Exclusion Policy for further information.

Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately. See Positive Handling Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).

This policy was adopted in consultation with Pupils, Parents, Staff and Governors in November 2019. The policy will be reviewed annually.

Appendix

Dojos

Individual Dojos

Children will be awarded for positive behaviour above and beyond the expected behaviour or for consistently displaying positive behaviour. Class teachers will be consistent across the school and award dojos for an agreed whole school list.

Class teachers can reward individuals who have the most dojos awarded each week. If a child achieves 100, 200 or 500 dojos within a term the child will receive an additional award from the agreed menu.

Class Dojos

The winning class with the most dojos each week will win a class prize.

Class Dojo's Reward Menu



Individual Rewards

- Pick out of the box.
- Choose your seat for a day.
- Extra Chromebook time
- Sticker
- Any reward agreed by the class teacher and the class.

Class of the week

- Extra playtime
- Friday treat, biscuits, toast, cakes etc
- Extra Chromebook time
- Extra sports equipment at lunchtime.



Individual with 100 Dojo's = Postcard home

Individual with 200 Dojo's = Prize

Individual with 500 Dojo's = Treat with the Head.