



Priory Fields School

Everyone Achieving Together

“Everyone achieving together”

Behaviour Policy

Autumn 2023



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Behaviour Policy

INTRODUCTION

A clear behaviour policy applied consistently and fairly, underpins effective education. At Priory Fields School we recognise that high expectations, clear policies and a culture of mutual respect and trust between pupils and between staff and pupils are essential. Our school values of collaboration, happiness, respect, responsibility, aspiration, adventure and open-mindedness underpin our behaviour policy. Our school community is committed to ensuring that all children achieve their full potential and we are all able to achieve together. We want to create independent, responsible citizens of the future who have the skills for lifelong learning.

We use the following school value characters to help our children relate to our values:



This behaviour policy aims to encapsulate our school aims, vision and values. Children will be taught about the meaning of these core values and all members of our school community are encouraged and expected to display them at all times.

Our values are reflected in our school rules:

Be a Respectful Rabbit – Show respect towards others and take care of our school and property.

Be a Collaborative Cat – Listen to, and support others, and take an active part.

Be an Adventurous Aardvark – try hard to reach our goals and show resilience to overcome obstacles and problems.

Be a Responsible Raccoon – take responsibility for our actions and words by making good choices.

Be an Aspirational Ant – try our best and know we can learn from mistakes.

Be a Happy Hippo – have a positive attitude and spread happiness where we can.

Be an Open-minded Octopus- value diversity and be willing to have a go.

This policy has been written in line with current DfE guidelines and should be read in conjunction with other school policies, such as SEN Policy, Anti-Bullying Policy and the Safeguarding policy.

Every child has the right to learn; no child has the right to disrupt the learning of others.

RESPONSIBILITIES

All members of the school community including teaching and non-teaching staff, parents, pupils, trustees and governors promote positive behaviour in line with our core values by:

- Modelling and promoting our school values at all times.
- Fostering and promoting positive relationships and a sense of belonging to the school community.
- Using a restorative approach to managing behaviour consistently.
- Offering equal opportunities in all aspects of school life and celebrating difference and diversity.
- Working to prevent and manage bullying in any form through a whole school approach
- Ensuring that all aspects of learning and our environment are accessible in order to reduce the likelihood of undesirable behaviour.

PROMOTING POSITIVE BEHAVIOUR

At Priory Fields School, we have a system of rewards in place to promote the highest expectations of our pupils to ensure that we can all achieve together. We encourage, praise and reward positive behaviour through a variety of rewards which run through the school.

Class Peg System

In every classroom, there is a visual display to encourage children to follow our values-based rules. Each child has a name peg that attaches to this display. All children begin on 'Ready to Learn.' If a child consistently displays positive behaviour for learning, their peg will be moved towards the top. Children who end the day at the top will be awarded with a star sticker, which they can wear home to share behavioural achievements with their parents/carers.

Individual Rewards

At times, praise may be given individually, either verbally or in the form of a sticker or other small reward, such as a certificate or postcard home.

Certificates and Celebration Assemblies

Every Wednesday, children attend a weekly Celebration Assembly. During this assembly, certificates are awarded to children who have demonstrated our school values over the course of the week. Certificates may also be given to recognise pupil effort and achievement other curriculum areas.

Sharing Success with our Senior Leadership Team

Children displaying exemplary behaviour relating to their weekly value will be sent to share this with a member of the Senior Leadership Team by attending 'Hot Chocolate Friday', whereby they will enjoy a hot chocolate with the Headteacher (or another member of the senior team if they are unavailable.) Alternatives may be offered in the summer months.

Merits and Reward Trips

Children are rewarded with a merit for every day they attend school, are not late, wear their uniform and behave appropriately in school by not breaking the school rules. By rewarding positive behaviour, effort and other areas of good conduct (uniform, attendance and punctuality), we instil the highest expectations in our pupils whilst they attend Priory Fields. At the end of the year children are rewarded with a Gold, Silver or Bronze trip to celebrate their success during the year. These will be accrued from Term 1 to Term 5 as follows:

- 140+ merits: Gold Trip
- 110-139 merits: Silver Trip
- 75-109 merits: Bronze Trip

MANAGING NEGATIVE BEHAVIOUR

To ensure that our values are upheld and to enable all pupils to learn and achieve together, the procedures outlined below will be followed.

For low level or disruptive behaviour:

- Non-verbal reminders may be given to the child or class. This could include use of eye contact, silently indicating a child needs to stop talking or put an object down, or removing an item of distraction.
- Positive framing may then be used to encourage desired behaviours. e.g. *"We need everyone listening."* *"Well done to all the responsible raccoons who are taking responsibility for focusing on their learning."*
- Should the behaviour continue, the child will verbally be asked to modify their behaviour and will be reminded of the school value/rule that has not been adhered to.
- If the behaviour continues, the child's peg will move down on the class chart. At this point, the teacher will have a restorative conversation with the child about their behaviour and why their peg was moved, as well as supporting the child in understanding what needs to be done to rectify the situation. This will be linked back to the school value that has not been adhered to. The child will have the chance to move back up to "Ready to Learn" should their behaviour show **significant** improvement.
- If the behaviour further continues, the child's peg may be moved down further on the chart, and at this point be asked to take time out in the class to reflect on their behaviour. A restorative conversation will take place so that the child understands why their behaviour was not appropriate and which value they have failed to display. They will be supported to reflect on the impact this has had on themselves and others. A restorative circle may be required if others have been impacted by the behaviour so that relationships can be repaired. This will take place with a member of the key stage team, leadership or pastoral team.
- If behaviour continues to disrupt the learning of others, the child's peg will be moved again and they will be asked to leave the class to work in another area within the school either with our Pastoral Support Mentor or a Teaching Assistant. To ensure parents are aware, we will communicate this via text message.

- If a child reaches the final step of the chart regularly (more than three times in a term) we may consider the use of after school detentions, in liaison with, and with agreement from the parents.

Restorative Justice

The school uses a system of Restorative Justice to promote a positive ethos throughout the school and help children learn to take responsibility for their actions. Together, the children involved will have the opportunity to discuss how they have felt because of an incident and be part of the process of how to put it right. This may involve just two individuals or a group. Children are expected to sit in a circle and put their side to the incident, acknowledge any wrong doing and how it made them feel, and agree solutions and consequences. This gives opportunity to understand the impact of their actions and to put situations right. Circles will be facilitated by an adult; wherever possible the adult who witnessed the incident or dealt with it at the time.

We recognise that children can become upset or angry at the time of an incident; therefore circles will be arranged once children are feeling calm. This may be later in the day or the day/s following the incident.

Parents will be advised about more serious incidents, where significant upset or physical hurt has been caused.

When necessary a more formal conference will take place where parents will also be invited to understand the actions and feelings of both sides. This will be undertaken generally by a member of the senior leadership team.

Working with parents

We work closely with parents to help support children's behaviour. Behaviour is routinely reported to parents at parent consultation meetings, including the number of merits attained over the year so far.

In cases where a child is struggling to maintain expected behaviour or there has been a significant incident, an early meeting is arranged with parents. During these meetings the school expectations are reinforced and ways forward are discussed to support the child/family. Through such meetings school will suggest Early Help or sign-post to other services which may support the child. Home/school behaviour logs support communication where required.

Pastoral and Special Educational Support

Our school provides high levels of Pastoral Support for all pupils. This is achieved through the provision of teaching assistants and a teacher in all classes, specialist advice from our SENCO and an Inclusion Assistant and FLO, who work across all Key Stages. Further to this we have a team of Thrive practitioners who provide SEMH interventions. All senior managers promote and take an active role in pastoral support to ensure pupil well-being is at the forefront of all we do. All children in our school have access to a trusted adult to whom they can talk.

Children Beyond the Behaviour Policy

Where children are experiencing difficulties with regulating their behaviour the pastoral support offered can be increased and arrangements can be put in place to offer additional support in consultation with the SENCO. This may include, but not limited to– named TA to monitor incidents, closer support in class, visual timetables and task planners, additional playtime support, small group lunchtime support, special arrangements for the beginning/end of the school day, learning breaks, bespoke reward systems, more regular liaison with parents, carrying out recommendations from outside professionals and the use of a time out space.

Support Plans and Risk Assessments

Where children fail to respond in a positive way to the rewards and sanctions outlined in this policy and continue to experience difficulties with their behaviour, the school will work closely with parents to attempt to find solutions. A Personalised Provision Plan will be drawn up with parents and the pupil stating clear targets for behaviour and detailing the support in place. This will clearly determine the expectations of all parties involved – school, pupil and parents. Risk assessments are carried out for any pupil whose behaviour may cause risk to themselves or others. Risks are minimised as much as possible.

Serious Incidents

In cases of extremely disruptive behaviour over a prolonged period of time, or in the case of violent, dangerous or aggressive behaviour the Headteacher, in consultation with the Executive Head may impose fixed-term or permanent exclusion (DfE Exclusion from maintained schools, Academies and pupil referral units in England Sept 2017).

All cases of serious or violent incidents must be referred directly to the Headteacher, SENCo or AHT, with details of the incident recorded on an Incident Sheet.

Children Going Off Site

Removing themselves from school site represents a serious Health and Safety risk. It is important that staff do not chase children who leave the school site as being near a road could pose additional risks to the child's health and safety. In these incidences dynamic risk assessments would be made and if necessary Police and parents would be called.

Record Keeping

Clear, factual record keeping is vital to ensure that incidents are dealt with fairly. When any member of staff deals with a significant incident an 'Incident Report Sheet' is used. Circles are used to establish the facts of the incident, with all children involved having the opportunity to state their point of view and express their feelings. Consequences are agreed, in accordance with this policy and parents are advised when the incident is serious.

Incident reports are filed centrally in order that links can be made and any patterns which may indicate bullying can be spotted.

ABC sheets (sheets which document the antecedent, behaviour and consequence) can be raised for individual children if needed. These are used to help understand the patterns of behaviour shown, which will allow us to put support arrangements in place. More informal behaviour notes may be kept if appropriate, e.g. when behaviours are very regular, or when monitoring a particular type of behaviour.

The Use of Reasonable Force

‘School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.’ (DFE Use of Reasonable Force July 2013).

In accordance with the above document, school staff may use reasonable force to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent or stop a pupil from damaging school property;
- Prevent or stop a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Force will only be used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. If it has been necessary to use reasonable force or restraint this will be documented in line with our school procedures.

Pupils with Special Educational Needs will be given special consideration and this will be detailed in their individual risk assessment or Personalised Provision Plan. Reasonable force, however, will still be used where deemed necessary.

Whenever possible members of staff who have been trained in the use of Positive Handling techniques will be used should a restraint be necessary. There may be occasions when trained member of staff may not either be available or present at the time of an incident and it is the duty of all members of staff to intervene if necessary.

There is no requirement for parental consent to use force on a pupil.

We will always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring a pupil, as recognised in DfE Guidelines Use of Reasonable Force (2013).

Searching, Screening and Confiscation

School staff have a statutory power to search a pupil or their possessions, confiscate any prohibited items found and screen pupils, including their electronic devices, where necessary (DfE Searching, Screening and Confiscation January 2018). Where there is reasonable grounds to suspect a pupil had prohibited items they will, in the first instance be asked to hand the item(s) to a member of staff. If they refuse to do so the head teacher may exercise the power to search

the pupil, in accordance with these guidelines. Searching of pupils' electronic devices will only be undertaken by a DSL and only where there is no likelihood of illegal content being viewed. Caution should be exercised – especially when viewing images on a pupil's device. Where there is any suspicion that illegal content may be present, the device will be confiscated and the police informed.

Conduct Outside the School Gates

In line with DfE guidance (DfE Behaviour and Discipline in Schools Jan 2016), the sanctions detailed in this policy will be applied to incidents which occur outside the school gates, witnessed by a member of staff or reported to the school. We will discipline pupils for:

Misbehaviour when the pupil is:

- Taking part in any school organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a school pupil.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school