



Princetown Community Primary School

TITLE: Behaviour Policy

DOCUMENT MANAGEMENT

This document constitutes version 1 of the **Behaviour Policy** and was **adopted** in July 2023.

The document is subject to **review in July 2026**.

Princetown Community Primary School **Our Three Key Rules**

**Rule 1- Follow instructions with
thought and care**

**Rule 2 - Show good manners at all
times**

**Rule 3- Care for everyone and
everything**

Behaviour Policy

This Policy is applicable to all pupils and to both class and lunchtime behaviour.

A general overview for encouraging outstanding behaviour for learning in our school:

- We make clear our expectations of acceptable behaviour.
- We discourage unsociable behaviour by promoting mutual respect.
- We encourage children to take responsibility for their own actions and behaviour.
- We set high expectations of behaviour; leading by example.
- We praise good behaviour both privately and publicly.
- We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).
- We ensure that no person is discriminated and all children and staff are aware of protected characteristics.

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have clarity of direction and shared expectations of rewards and sanctions.

Our Key Principles

- Social interaction based on mutual respect is fundamental.
- Pupils must develop self-control and respect for themselves, others and property.
- Appropriate behaviour must be taught. Adults must model this for pupils to learn. The school rules are non-negotiable.
- All members of the school community must feel physically and emotionally safe, to be respected and property must be safe. All have the responsibility to allow others around us to feel safe.
- Pupils have the right to learn and staff have the right to teach and support pupil's learning without undue interference, disruption or threat of verbal or physical aggression.
- Where concerns arise intervention should be early, the least intrusive necessary and non-judgmental.
- An assertive discipline approach will underpin our expectations.

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and calm environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each child is an individual, and to be aware of their needs.
- To offer a framework for social education.
- To treat pupils with respect and speak to them in an appropriate manner.
- To recognise and praise good behaviour and to deal with unacceptable behaviour.
- To receive an induction on behaviour before working with children
- Engage with development and support
- Complete training required
- To support children in transition
- Be aware of child on child abuse and report any issues immediately.

Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Governors' Responsibilities Are:

- To monitor in conjunction with the Head of School behaviour records on a termly basis.
- To have regular discussions with the Head of School, teachers, learning support assistants, midday supervisors and pupils about their opinions of behaviour.
- To monitor exclusions and racist behaviour incidents. These will be reported to the LA.
- To have a Pupil Discipline Committee, which is properly formulated according to regulations, which can hear any appeals over pupil exclusions.

Rewards and Sanctions

Praise

Everybody needs to be praised and feel a sense of achievement when they have done something well. In our school children receive verbal praise from adults, stickers, certificates, house team points which are logged on class DOJO, star badges and learner of the term trophy. It is important to remember that every child starts each day afresh however a build-up of unacceptable behaviour over a period of time will be closely monitored.

House Team Points

All pupils collect 'house team points'. These are collected by each individual and logged on Class DOJO. House points are counted at the end of each week and are announced during the weekly Celebration Assembly. A running total is displayed in the hall. At the end of a term, the team with the highest house team points will have a treat with the Head of School.

All pupils belong to one of four Houses: North Hessary Tor, Cramber Tor, Hart Tor and Staple Tor. We believe that the House system is a positive influence within the school for several reasons:

- Children are motivated to work hard and behave well to earn house points which will contribute to an overall total for their House.
- It brings the whole school together by giving children throughout the school a common goal.
- It helps with organising children into groups during the school day, for Sports Days, for PE lessons and on school outings.
- It is a fair system as the children are sorted ensuring that children with different abilities and talents are represented evenly across the Houses.
- The element of competition gives many children further motivation to work hard and reach their full potential.
- Having the additional responsibility of working in a team towards a shared goal, helps the children understand the importance of learning how to work as part of a team.
- It is known that all of the above points have a positive impact on behaviour.
- House points are converted into money at the end of each week. 1 dojo = 1 penny
- Money can be spent in the class shop on things like; front of the line, bring a teddy for the day, play on the ipads at lunchtime.
- A running total is displayed in the hall. At the end of a term, the team with the highest house team points will have a treat with the Head of School.

At Princetown Community Primary, we use the **'Traffic Light System'** which is based on a reward system for good behaviour and sanctions for poor or unacceptable behaviour. This has been shared and explained to the children and is displayed in each classroom.

The procedure for applying the behaviour policy in classrooms is as follows:

Each class has its own behaviour charter that the children have drawn up together and agreed with their teacher. Each class teacher has a behaviour 'traffic light system' prominently displayed in the classroom. At the beginning of the day all children are on expected behaviour by starting on the green traffic light. Positive behaviour is rewarded by moving up the behaviour chart. The child can receive a number of rewards for displaying positive behaviour e.g. stickers, house points (Class DOJOs), other teacher's praise, head of school praise.

Children who choose to behave inappropriately are first given a verbal warning by the teacher. If they choose not to redress their behaviour their name will be moved onto the next traffic light further resulting in a range of sanctions including, moving to another part of the class, being sent to another classroom and working in seclusion. Every child is given the opportunity to 'turn it around' throughout the day. At the end of the day a 'fresh start' is given and all names returned to expected behaviour.

Children who need to be moved to another room or to see a senior member of staff should be accompanied by a LSA with some indication of the reason for removal from class. If no-one is available a responsible child should be sent to the office to obtain assistance and ask for a helping hand. Suitable work should be set. It is not the receiving teacher's responsibility to set work for the child to do.

Rewards

Expected Behaviour - Get caught being good! - Verbal praise from teacher, learning support assistant or midday supervisor.

Children can:

Receive Dojo points.

Talk to the Head of School about what they have done well.

Receive a certificate if they are the top Dojo earner of the day.

Receive a sticker in the weekly celebration assembly if they are the top Dojo earner.

Receive a bronze, silver, gold or platinum badge.

Receive the 'Star Learner' trophy at the end of term.

Examples of unacceptable behaviour

Although we try to achieve our expectations of each other in a positive way, we will apply sanctions for unacceptable behaviour:

- Bullying
- Verbal attacks on adults or children, including those of a homophobic or racist nature
- Use of foul or abusive language
- Physical attacks on children or adults
- Dangerous behaviour.
- Abuse of property.
- Refusal to follow reasonable instructions
- Distracting others and affecting their learning

The traffic light system is also used to help children when behaviour is unacceptable and is designed to give children choices to stop and make changes. The children realise that there will be consequences for unacceptable behaviour.

Step 1: An initial verbal warning is given—the child is asked to think about making the right choices and changing their behaviour.

Step 2: If behaviour continues to be challenging, then the child's name will be moved to the first 'amber' traffic light.

Step 3: If behaviour continues to be unacceptable, then the child's name will be moved across to the second 'amber' light. At this point, they will miss 5 minutes of the next break.

Step 4: If behaviour continues to be unacceptable, the child's name will be moved to the third 'amber' traffic light. They will also receive a 'yellow' card and have to spend time in another classroom/area of the school with the expectation that they complete the task/work set. They will miss 15 minutes of the next break. The class teacher will inform parents/carers.

Step 5: If a child continues to behave inappropriately, the child's name will be moved to the 'red' traffic light. They will also receive a 'red' card. The child will miss their whole lunchtime and complete any work not finished in class. The class teacher will inform parents/carers.

Step 6: If behaviour is not corrected at this point, then the child will spend half a day in the Head of School's office. The Head of School will contact the parents to inform them.

Step 7: If a child gets to the next stage, they will spend the next day working in seclusion, break time and dinner will also be taken separately to the other children. Parents/carers will be informed and a meeting held to devise a plan for the way forward with the Head of School.

If a pupil has reached 'Step 5 (red card)' on 3 or more occasions during a month, a phone call will be made to invite parents/carers to meet with the Head of School to plan how behaviour can be improved.

If a child receives 2 or more instances of 'Step 4 (yellow card)' in a week, then they will go to see the Head of School and a phone call will be made home. Parents/Carers will be asked to come in for a meeting with the Head of School. This makes sure that we are working with parents to help support their child's behaviour. Children who have received 2 yellow cards and 1 red card during the term will not be allowed to take part in the end of term treat.

Serious Misbehaviour/Persistent Problems

This includes rudeness to staff, serious verbal or physical aggression and bullying. This behaviour is fully investigated, recorded and monitored via our school on line chronology; 'CPoms'. The Head of School will inform parents if their child has been injured or a victim of serious misbehaviour. Any injury to staff is logged on an on-line County Council incident form. Appropriate sanctions are agreed in partnership with parents. If there are persistent behaviour problems highlighted by behaviour reports, then the following responses will be triggered.

- Evidence needs to be collected on the child's behaviour to see if it is possible to identify trigger points and patterns.
- Parents will be invited in to discuss their child's behaviour in more depth with the Head of School and Class Teacher and to decide how best to address this in school. This may be through a rewards system, a behaviour contract or other means including fixed term exclusions. It is important that anyone dealing with the child knows the procedures that are being followed with them. It is vital to work with parents and to keep them informed at all times.
- It may be appropriate to involve a range of members of staff at this stage including any classroom support staff who work with the child, midday supervisors, SENDCo etc. It is also important to keep the Head of School informed.

Playtime

Playtime is a time when a range of unacceptable behaviours may occur. The school has developed a range of structures to minimise these:

- The Head of School meets with all support staff termly to review policy/practice and to offer further training as identified.
- The school rules are displayed on the playgrounds and around the school.
- The School Council, comprising of pupils from across the school, discusses issues which are fed back to class.
- MTAs will have a book to write down if a child needs to move down the behaviour chart.

Individual Behaviour Plan

If the problem is not resolved, then it is appropriate to take advice from other local agencies to assess the needs of pupils who display continuous disruptive behaviour. An Individual Behaviour Plan may be drawn up with the child and parents and other agencies e.g. family support worker. This will identify the child's strengths as well as weaknesses and plan a structured way forward for the child.

SEND

Prinetown Community Primary School will ensure that the specific needs of pupils with special educational needs and disabilities (SEND) are taken into account when dealing with issues arising from behaviour incidents. We are fully aware of relevant legal duties to make 'reasonable adjustments' to practice and policy for children with disabilities, under the Equality Act to ensure discipline procedures do not discriminate against pupils who may have a condition that impacts upon their behaviour.

Teachers will seek to identify the underlying cause of the behaviour and put in place measures to address the cause, to prevent the behaviour re-occurring. This allows 'triggers' for challenging behaviour to be identified and avoided, prevents challenging behaviour persisting or worsening, and ensures that pupils who are displaying challenging behaviour because of an underlying disability or SEN are not discriminated against.

Team Teach

In certain situations, where either the child is in danger or they are putting others in danger then it may be appropriate to use positive handling (Team Teach). Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and only done if other strategies have failed. De-escalation is always preferable where this is possible. When pupils have been restrained it

is vital that accurate records are kept in the Team Teach log, that parents are informed and that staff involved are debriefed by the Team Teach co-ordinator.

Bullying

The school defines bullying as organised and/or persistently making a pupil or pupils intentionally unhappy. (See *Anti-Bullying Policy*). This can be through name calling, intimidation and threatening behaviour or physical assault. Children will be taught strategies to discourage and counteract bullying. This will be done specifically through the Personal Well Being and Citizenship and Ethos Schemes of Work during anti-bullying modules. Staff at the school regularly remind pupils that they must tell someone if they are being bullied. This can be another child who will help them tell an adult, their parent or a member of staff. The bully needs to understand about the unacceptable nature of their behaviour and the impact that it had on their victim. The victim needs to know that this has been clearly spelt out to the bully as have the consequences if they persist in their unacceptable behaviour. If children persist in bullying, then it is vital that parents are kept informed about the situation. They need to work with the school to help their child stop. If bullying persists then it will be treated as any other unacceptable behaviour and may, result in the full range of sanctions used by the school including internal isolation, removal of lunchtime breaks and in extreme cases fixed or permanent exclusion.