



Poulton Lancelyn Primary School

Behaviour Policy



POULTON LANCELYN PRIMARY SCHOOL BEHAVIOUR POLICY

At Poulton Lancelyn Primary School we are a Rights Respecting School. A Rights Respecting school not only teaches about children's rights but also models children's rights and respect in all its relationships between: teachers/adults and pupils, between adults and between pupil.

We believe strongly that in order to ensure a happy, safe environment in which children can learn and develop, there needs to be a combination of positive behaviour strategies coupled with a fair and firm approach to unacceptable behaviour and a commitment to promoting social and emotional behaviour skills.

At Poulton Lancelyn Primary School all pupils are expected to behave in a responsible manner both to themselves and to others, showing consideration, courtesy and respect for other people at all times. We set and expect high standards of behaviour, courtesy and mutual respect.

Safety is paramount to our whole school community. Therefore any behaviour which would encroach on the safety of others is unacceptable and is dealt with immediately.

We encourage parents' involvement in the development of their child and to be able to visit school to discuss any difficulties.

At Poulton Lancelyn we all have a whole school charter, which states we all have the right to learn and these are our responsibilities.

- To be kind and caring, and always listen to others.
- To be polite, well behaved and honest at all times.
- To be helpful, to share and always be a good friend to everyone.
- To show respect for our school, our environment and those around us.
- To always do my best and never give up.

The school's Charter, as agreed by its pupils, parents, governors and staff is based on the principles of **respect and kindness**, encompassing Rights Respecting Schools values.

Respect: We demonstrate respect for all by being friendly, polite, helpful, hardworking and truthful.

Kindness: We show kindness and co-operation, offer support and friendship by being welcoming and as a result, create a school where everyone can learn, be happy and proud of their achievements.

Rights and Responsibilities linked to articles from United Nation Convention on the Rights of the child

Article 28

Every child has the right to an education

Article 29 (Goals of Education)

You have the right to education which tries to develop your personality and abilities as much as possible and encourage you to respect other people's rights and values and to respect the environment.

Article 31

You have the right to play and relax by doing things like sports, music and drama.

Class Charters

A class charter will be produced by each class at the start of the school year, indicating the agreed Rights and Responsibilities. These are displayed in each class.

Behaviour Systems at Poulton Lancelyn

In our school positive behaviour is encouraged through all areas of the curriculum, as we believe children respond best to praise and encouragement.

Whole School Rewards Systems

Class charters, rewards and sanctions are displayed in every classroom. Our structured system includes rewards for the individual child, the class and the whole school.

House Points

All children are placed into one of four houses when they join school.

House points are awarded for positive behaviour and academic achievements, these are added up weekly and a cup is presented to the winning house. Every term the winning house receives an additional reward for their achievement.

Dojo Points

Points are awarded to individual children, groups or whole class for positive behaviour and achievement.

Certificates

Each week pupils are chosen from their class to receive an Achievement Certificate and a Cup of Kindness to be presented in a Celebration Assembly.

Responsibility Roles

Children have the opportunity to apply to become Playground Leaders in either KS1 or KS2 at lunchtime. They organise games and support younger pupils.

Peer Mediators receive training when appointed from a Teaching Assistant. This is to enable them to support their peers in KS2 playground. They are able to diffuse any disagreements amicably.

We have a range of other additional rewards in place, including

- positive verbal comments
- positive written comments
- positive feedback to parents
- increased responsibility
- Stickers

These are awarded by staff for good behaviour, effort and achievement.

Rewards are monitored to ensure that parity and fairness is apparent and there is consistency around school.

F2 & KS1 Sun and clouds

All children begin the day on the sun, if there is unacceptable behaviour their name is moved to a cloud as a warning. If poor behaviour persists they move to the dark grey cloud. The behaviour zones are used sensitively bearing in mind the child's age and understanding of acceptable behaviour. We speak to parents if children are placed on a Dark Grey Cloud. All children begin a new day with a fresh start

Addressing Inappropriate Behaviour

Stage 1:-

- Children whose behaviour is not acceptable will be given a clear verbal warning, using the language of choice.
- Children may have time out if they exhibit unacceptable behaviour.
- Parents are informed by the class teacher.

Stage 2

The teacher is concerned that a child's attitude and behaviour is not improving. The child's behaviour is discussed in positive terms and through the language of choice.

- Positive reinforcement continues
- Sanctions may include loss of playtime or time out.
- Sanctions are proportionate and fair and may vary according to the age or other circumstances that affect a child.
- Phase Leaders will be consulted and supports completion of Assess, Plan, Do & Review Cycle by class teacher.
- Parents will be kept informed by class teacher.

Stage 3

The teacher is concerned that a child's attitude and behaviour is either not responding to steps in stage 2 and there is persistent inappropriate behaviour or their behaviour is suddenly disruptive enough to go straight to stage 3.

- Parents will meet regularly with class teacher.
- SENCO is informed of outcomes of Assess, Plan, Do & Review Cycles.
- Reasonable adjustments will be put in place to meet needs of child.
- Specialist advice may be sought.

Stage 4

There may be times when all the support that is given does not work, a child is so badly disruptive and is seriously preventing the learning of others or threatening the safety of others or themselves, then the child may have to be excluded from school. Exclusion may be considered for the following reasons:

- Verbal threatening of staff or children
- Physical violence resulting in injury to another person
- Stealing
- Deliberate damage or vandalism

This will be operated only by the Head or Deputy Head (in her absence), with all elements given due consideration, in conjunction with DFE and LA guidelines and legislation, whether exclusion is temporary or permanent. Governors would also be informed.

Staff training

At Poulton Lancelyn Primary School we believe that it is essential to adopt a shared approach to the encouragement of good behaviour and discipline. Good order and discipline is seen as the responsibility of all staff and it is important that everyone works together to achieve the school's aims. The behaviour policy and behaviour procedures have been formed in collaboration with all staff and the Governing Body and Rights Crew. To support the encouragement of good behaviour and discipline in our school, all staff receive appropriate and relevant training in behaviour management. Staff have received training on de-escalation procedures. All staff, including Lunchtime Assistants, have opportunities to be involved in specific training in behaviour management. This allows for the updating of procedure and strategies as well as refreshing knowledge and understanding of the schools systems.

Government Guidance on Ensuring Good Behaviour in Schools

Our School believes that staff, parents and the children themselves must share responsibility for the maintenance of high standards of behaviour in our school. This policy follows Government guidance Behaviour and Discipline in Schools 2016.

Powers to Discipline:

Teachers, Teaching Assistants and other paid staff with responsibility for children have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. This also refers to any activity when children are under the supervision of a teacher, eg on a school trip.

Teachers, Teaching Assistants and other paid staff with responsibility for children can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties include: confiscation, retention or disposal of a pupil's property. Headteachers can decide to suspend or to permanently exclude a child.

Searching Pupils:

Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupils to have prohibited items eg knives and weapons, alcohol, illegal drugs, tobacco and stolen items. These items can be confiscated and the law protects staff from liability for damage, provided they have acted lawfully.

Use of Reasonable Force:

All school staff have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, in order to maintain good order and discipline in the classroom. A number of staff have received training on Team Teach. All incidents are recorded.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school, following the Equalities Act 2010. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Exclusion:

The Headteacher decides 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 school community.

Poulton Lancelyn Primary School – Behaviour Policy Appendix 1 – Anti-Bullying Strategy

Principles and Aims

At Poulton Lancelyn Primary we value each child and aim to build relationships of trust and mutual respect. We offer a safe, happy and fair learning environment and believe pupils have the right to be listened to and consulted when appropriate. We recognise that the personal development of pupils, spiritually, morally, socially and culturally (SMSC), plays a significant part in their ability to learn and achieve. We have a behaviour policy which clearly defines acceptable and unacceptable behaviours, procedures, rewards and sanctions.

At Poulton Lancelyn we have a zero-tolerance approach to bullying. We are committed to providing a safe environment for all of our children where they develop positive relationships and choose not to bully. We will promote an effective anti-bullying approach at all times. This Appendix has been written in consultation with Wirral Children's Services and Poulton Lancelyn Primary School Staff and School Council. The definition and of bullying has been shared with all children during PHSE, e-safety and relationships lessons.

Definition of Bullying

Bullying is a behaviour that is intentional - somebody intends to hurt you deliberately. This can be one or more people. It is repeated over a period of time and is done to cause you stress or upset.

As a school we recognise that there are groups that are particularly vulnerable to bullying behaviour as described under the seven Protected Characteristics within the Equality Act 2010.

Types of bullying

Bullying can take many forms, the four main types are:

- Physical (eg hitting, kicking, theft, directed physical aggression)
- Verbal (eg. Racist or homophobic remarks, threats, name calling to your face)
- Emotional/ Indirect (eg. Isolating an individual from the activities of his/ her peer group, spreading rumours)
- Technological / cyberbullying (Using technology to hurt an individual, text messages, internet, social networks etc.)

Teaching and Organisation

At Poulton Lancelyn we will promote our anti-bullying strategies through:

- Regularly updating behaviour policy
- Regular pupil voice behaviour/ safety questionnaires
- Regular school council meetings/ pupil suggestion box
- Weekly PHSE/SMSC class focus times
- Anti- bullying week/ safety week
- Regularly updating school/ class charters
- Promoting rights and responsibilities throughout the curriculum as a RRS
- Ensure equal opportunities are given to all children to develop their SMSC skills
- Regularly appoint and train peer mediators and play-leaders

Staff Responsibilities

- Proactively work towards prevention through identifying issues / places where conflict might develop.
- To ensure all children are clear about bullying definition and their responsibilities.
- Be alert to signs of distress and other possible indications of bullying
- To discuss bullying and effects of bullying with all classes
- Listen and talk to children who disclose bullying and investigate the situation with sensitivity
- Involve parents
- Record incidents of alleged bullying
- Be a good role model
- Show all pupils respect and treat all equally , consistently and fairly
- Communicate effectively with all involved in working with the child, including parents
- Safeguard all pupils who report bullying
- Follow school behaviour policy when dealing with any incidents involving bullying
- Supervise children when moving from one area to another around school
- Frequent lessons on e-safety

Pupil responsibilities

- Be clear about the definition of bullying
- To know who to go to at home or school to ask for help
- Follow school, playground and class charters
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Not watch bullying behaviour, walk away and report it
- Tell the truth if asked by a member of staff/ parent

Parent/ carer responsibilities

- To report any incidents of bullying disclosed by their child to school, even if the bullying does not involve their child
- To encourage their child to report bullying to a member of staff
- To be alert to signs of distress and other possible indications of bullying
- To cooperate with the school and work together to prevent bullying
- To work in cooperation with the school and listen to evidence if your child has been accused of bullying others.
- To ensure children use technology / social network sites/ APPS securely and safely.

Procedures for dealing with incidents of bullying behaviour

We have a clear format for recording incidents.

Who:

Where:

When:

What Happened?

Action Taken:

How was incident followed up?

Talk to each child individually and record information. If the child needs to talk fill it in later but it is important to ensure the information is agreed upon. It is important to keep to the headings when asking questions.

Review situation a week later and see each child involved.

It should be standard procedure to involve parents.

Early response is an important factor in eradicating bullying and for maintaining co-operative behaviour.

Victims need support from their parents and teachers to help them to increase their self-esteem and social skills.

Bullies need to develop social skills and will need help from parents and teachers to change their behaviour.

Bullying outside of school premises

Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

At Poulton Lancelyn we will maintain good connections throughout the schools community with local residence, transport providers and Community Police Officers in for the Head to gather evidence of any incidents outside school.

Monitoring and review

The SLT will regularly monitor and follow procedures linked to any instances of bullying and report regularly to Governing Body. The policy follows the advice in the document Preventing and Tackling Bullying, DfE and will be reviewed annually.

Appendix 2

Behaviour at Lunchtime

Midday Assistants and Teaching Assistants on duty position themselves so that they are able to supervise the children effectively, and engage with the children either in conversation or through play.

Equipment is provided for games and other activities. In KS2 football/ ball games are played in designated areas. KS1 organise Active playground games lead by playleaders
Quiet areas for children to sit and chat and read or to play quiet games are designated in the playground. There is a Quiet Club which is structured to meet the needs of individual children with a focus on developing social communication skills, supervised by Teaching Assistants.

At lunchtime there is a range of clubs available including sports, cookery, choir etc.

Any misbehaviour is dealt with immediately. Incidents other than minor misdemeanours are reported to class teachers at the end of lunchtime.

Appendix 3

Complaints procedure

If a discussion with the appropriate member of staff fails to resolve the matter, then the complaint should be placed in writing to the Headteacher.

This written complaint will be acknowledged within five school days by a standard holding letter.

A formal response will be sent in writing within a reasonable timescale, addressing the substance of the complaint, clarifying factual matters and acknowledging the accuracy of the complaint or refuting it.

If the complaint is acknowledged to be valid the school will indicate what remedial action is to be taken and any change of policy it intends to initiate to alleviate similar problems.

If the complaint is found to lack substance, the school will point out that the complaint is unfounded.

In the event of a parent being dissatisfied they will be invited to refer the matter to the Chair of Governors.