

**Pupil Premium
Awards 2013
National Winner**



Behaviour Policy

**Review Date: October 2019
Next Review Date: October 2020**

This policy was reviewed and ratified at the full governing body meeting on 14th October 2019

Ethos Statement

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Introduction

At Pakeman we strongly believe that high standards of behaviour lie at the heart of a successful school. Good behaviour allows staff to teach effectively and enables children to make the best possible progress in all aspects of their school life.

All children and staff have a right to feel happy and safe in school and, to that end, we encourage mutual respect between children, and between pupils and staff.

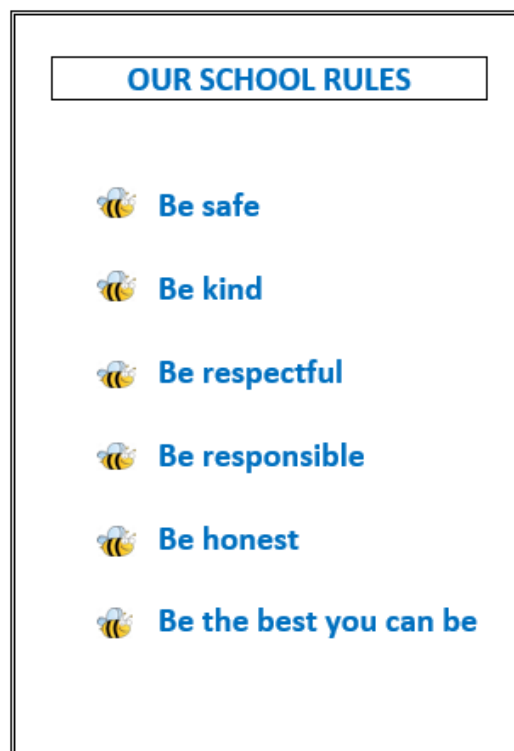
Aims Of Our Policy

The aims of this policy are to enable all members of the school community to have a positive, consistent and comprehensive understanding of the expectations we have regarding behaviour. Everyone, whether teachers, support staff, children, parents, carers, visitors or governors, has an important role to play in ensuring the success of this policy.

Good behaviour is actively encouraged throughout the school and it is our policy to adopt a calm and positive approach when dealing with children and to praise them whenever possible. This helps to raise the children's self-esteem and to create a secure and purposeful learning atmosphere. We aim to work closely with parents to achieve excellent behaviour in our school. We have school rules which are intended to create an environment that protects children from physical and emotional hurt. These school rules were developed with the children and are displayed in all classrooms and around the school building. These rules are revisited regularly with children.

Our School Rules

The school rules apply to all members of our school community and are the fundamental beliefs upon which we base our actions. These rules are displayed prominently around the school (inside and outside) so that they can be used for reference, whenever appropriate. High standards of behaviour are always expected.



Good To Be Green Classroom Charts and Behaviour Ladder

At the beginning of every academic year, each child is allocated their own name card on a class chart (see Appendix 1 – Good to be Green chart). Green cards are displayed at the start of each day for all. Our school behaviour ladder explains how different types of behaviours relate to different coloured cards (see Appendix 2 – Behaviour ladder).

If children behave very well, they may be awarded a silver card followed by a gold card. The focus and expectations are that children should always be on a green or better card. Once a week, one child per class will be allocated a 'Good As Gold' card to attend a special celebration event.

Children who demonstrate exceptional behaviour can also go up to step 4 of the positive behaviour ladder. They would then become a leader in the school, a model child and a celebratory message would be sent to their parents/carers (see Appendix 3 – Behaviour celebrations).

The Need for Sanctions

As a school we believe that positive reinforcement and confidence building are essential in promoting a high standard of behaviour. However, for the well-being of all members of the school community, including those children with behaviour difficulties, some behaviour cannot be ignored and a consistent sanctions system is necessary.

As can be seen from the behaviour ladder in Appendix 2, when children display unwanted behaviour, they will be given a non-verbal warning, followed by a verbal warning. If the challenging behaviour continues, the child can be given a yellow warning card, followed by a red consequence card. There can be movement back to green if children show improved behaviour.

Children with consequence cards may miss their play, go to a parallel class, be sent to the team leader and parents will be informed. If the behaviour doesn't change after receiving a red card, the children will move on to the next step of the behaviour ladder.

Reflection Sheets

When children miss their play, they will be asked to reflect on the incident. Reflection sheets are used to encourage a child to think about what has happened and are used by staff to resolve issues between children. The focus questions are:

- What happened?
- Which rule did I break?
- Who was affected by my actions?
- In what 3 ways could I have acted differently to resolve the issue?

Appendix 4 – Behaviour Reflection Sheet

Exclusions

Pakeman School is an inclusive environment and the leadership team endeavour to keep children at school where they can best be nurtured. Removal from class and placement elsewhere within the school can be an effective way of modifying seriously inappropriate behaviour. This is organised by the Deputy Headteacher or Headteacher.

Only under the most severe of circumstances would a fixed term exclusion from the school be applied and only for matters where there was a significantly violent outburst, which endangered pupils and staff, or for extreme circumstances leading to major disruption of education for other pupils. In these circumstances, the school would ensure that excluded pupils had access to relevant learning activities for completion away from the school site. During a period of exclusion, the school would endeavour to plan alternative support for the child

on their return. This plan would be explained to the parent/carer during a re-integration meeting on the first day of their return to school.

Permanent Exclusions from the school would only be pursued when all other avenues of support have been explored, and where there remains a significant safety risk to children and staff, or where it has become impossible to guarantee successful uninterrupted learning experiences for other pupils.

Tracking Behaviour Over Time

An analysis of behaviour is carried out fortnightly to identify the types of incidents, focus children and support that needs to be put in place. The behaviour analysis is shared with the Headteacher, Inclusion Manager and Behaviour Team who provide alternative activities for children who find emotional regulation and behaviour management difficult.

Appendix 5 – Behaviour Analysis

Alternative Provision

In order to support children who are struggling to cope socially and emotionally, we have a range of provision on offer which includes nurture groups with our Child/Family Support Worker, therapy using art and creative play as well as a wide programme of activities designed to increase self-esteem, build confidence and resilience. These include gardening, choir, quiet activities or team building games.

Behaviour team and Child and Family Support Worker

To support children to manage their behaviour, we have a 'behaviour team' of staff who model how to make friends, play positively, share and behave appropriately in social situations. The behaviour team work with groups of children who have been on steps 3 and 4 of the behaviour ladder (Yellow and Red cards). The behaviour team have also trained 12 pupil leaders to lead play in the lab for children who need or prefer a quieter environment.

The responsibilities of the pupil leaders are to:

- Ensure all children are in a safe environment
- Know who to go to for help
- Help create and lead fun games
- Help create a happy playtime
- Ensure all children have friends and are not sad
- Follow our school rules at all times

For children who are struggling at playtimes we have focus groups led by our Child and Family Support Worker. This focus group time is an opportunity for children to reflect on their behaviour, identify triggers and ways to overcome them.

Attitude checklist

To track behaviour over time, each half term staff update children's attitude checklists in their red folders. Each criteria is graded using a traffic light system and focuses on classroom and non-classroom behaviour as well as effort.

Appendix 6 – Attitude checklist

Understanding the root causes of challenging behaviours

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with unique experiences and needs. A wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary.

The school has control of a fraction of these factors, and so it is vital that the school's input is effective, appropriate, positive and consistent. With this in mind, it is essential that there is effective communication between staff, and that staff really take the time to listen to children and observe them from a perspective of objectivity.

The role of the teacher

In class, each teacher uses strategies that encourage children to take responsibility for developing good behaviour and responding positively. The following are examples of these strategies:

- Circle time
- P4C
- Assemblies about behaviour empowering children to come up with solutions to behavioural issues
- Emotional regulation input for children – Getting Back to Green Programme
- PSHE lessons relating to conflict resolution
- School Council's input to resolve issues
- Exciting and engaging lessons - If children are interested in what they are doing, there is less reason for them to respond negatively
- Activities well suited to the needs of individual children
- Reflection time
- Mindfulness

Staff who are concerned about a child's behaviour should speak to the parents/carer in the first instance. If the behaviour continues the teacher and team leader will then request a formal meeting with the parent. This meeting will be a way of finding strategies to avoid the situation becoming serious.

The role of the SLT

If behaviour reaches step 5 of the behaviour ladder, the parents/carer will be required to attend a meeting with a member of the SLT, the team leader and the class teacher. This meeting would provide an opportunity to discuss possible support from outside agencies and any alternative provision necessary to improve behaviour.

The role of parents/ carers

We see parents as an important part of maximising a child's opportunity to learn and we seek to work closely with them in managing behaviour. Parents know their children well and it is important for us to work together to identify patterns of behaviour and solutions.

Whilst the school has a duty to establish a positive learning environment it is essential that parents acknowledge responsibility for their children and their behaviour. Behavioural issues can often be resolved through constant contact and monitoring by the parent. The monitoring may take the form of coming into class and seeing the teacher on a regular basis or the daily completion of a home/school behaviour book.

Parents are welcome to meet the class teacher at any agreed time or they may see the Headteacher or Deputy Headteacher by appointment through the school office.

Parents are expected to read and adhere to the Behaviour Policy, sign the Home/School agreement and work alongside school to set clear standards of behaviour. Setting a good example to your child by being respectful and polite to all members of the school community is a fundamental part of Pakeman school values.

The role of outside agencies

In some cases, external support is required to assist children with challenging behaviour. School staff and parents/carers will agree a plan of action which could involve support through therapy using art and creative play, CAMHS, Early Help and the New River College Behaviour Team.

Monitoring the Policy

The policy will be reviewed once a year by the SLT and amendments will be agreed with the Governing Body. Records of exclusions will be presented to governors at termly meetings. At specific times of the year the whole school monitoring process will focus on the effective implementation of this policy.

Appendix 1 – Good to be Green chart



Appendix 2 – Behaviour ladder

Step 4	Model child	Child becomes a leader in the school	Consistently exemplary effort, behaviour and attitude to learning Demonstrating consistent gold behaviour
		Add child to the reward group for model children	
		Send celebratory message to parent / carer	
		Tell SLT to add child to the register for model children	
Step 3	Gold	Child gets a Headteacher Award	Consistently excellent effort, behaviour and attitude to learning Demonstrating consistent silver behaviour
		Child sent to SLT for excellent work / behaviour	
		Send a postcard home to parent/carer	
		Give the child a gold card	
Step 2	Silver	Child sent to another member of staff for excellent work / behaviour	Consistently good effort, behaviour and attitude to learning Making an extra effort Going the extra mile Overcoming a difficulty Learning from a mistake Making an improvement to their work – more than usual Supporting others Demonstrating consistent green behaviour
		Child's work / action is used as an example for others	
		Give the child a silver card	
Step 1	Green	Child's work / action may be used as an example for others	Following school rules: <i>Be responsible</i> <i>Be respectful</i> <i>Be kind</i> <i>Be safe</i> <i>Be honest</i> <i>Be the best you can be</i> Completing tasks Following instructions Positive attitude to learning Taking care with work
		Give positive praise	
		Give non-verbal acknowledgement	

Step 6	Procedure	Child permanently excluded	These behaviours go straight to Step 6 Violent behaviour towards adults Violent behaviour towards other pupils Defacing school property Throwing large objects, eg chairs Continuing any of Step 5 actions repeatedly
		Child placed on fixed term exclusion	
		Child excluded for several days	
		Child excluded for a day	
		The Outreach Behaviour Team are consulted for their advice	
		Child placed on a pastoral support plan	
Step 5	Escalation	Warning that the next layer of consequences is about to begin (Discuss position on Behaviour Ladder with the child)	These behaviours go straight to Step 5 Non-compliance - refusal to work / follow instructions Leaving the classroom without permission Stealing Fighting Bullying/intolerance Swearing Being rude to an adult Continuing any of Step 1- 4 actions repeatedly
		Member of SLT meets with parents / carers – serious behaviour meeting	
		Child works for a fixed period of time in the Deputy Headteacher's or Headteacher's office	
		Child sent to the Deputy Headteacher or to Headteacher	
		Child sent to the Team leader	
		Child put on behaviour book Parents / carers met to explain the seriousness of the behaviour	
Step 4	Red Card	Warning that the next layer of consequences is about to begin (Discuss position on Behaviour ladder with the child)	Non-compliance - refusal to work / follow instructions Continuing any of Step 1- 3 actions repeatedly
		Child goes to the Team Leader	
		Child goes to a parallel class	
		Pupil miss playtime(s)	
		Send a behaviour letter home to parents / carers	
Step 3	Yellow Card	Warning that the next layer of consequences is about to begin (Discuss position on Behaviour Ladder with the child)	Name calling (more serious) Throwing small objects, eg paper or erasers Hiding other people's belongings Lying Refusing to co-operate/arguing Continuously moving around the classroom Continuing any of Step 1- 2 actions repeatedly
		Speak to parent / carer on the same day – Tell them the child is on our behaviour ladder	
		Give the child time out to think (Use reflection sheet)	
		Ask the child to move seats/tables	
		Give the child a yellow card	
Step 2	Verbal Warning	Issue a warning that the next layer of consequences is about to begin (Discuss position on Behaviour Ladder with the child)	Name calling (minor) Bad manners Disturbing others Snatching Drawing/writing on another child's work Moving or getting up when not supposed to Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Not handing in homework
		Have an individual chat with the child in class time	
		Warn child of the consequences of continuing their behaviour	
		Say the pupil's name	
		Praise positive behaviour of other children, reward other pupils showing desired behaviour	
Step 1	Non-verbal Warning	Issue a warning that the next layer of consequences is about to begin (Discuss position on Behaviour ladder with the child)	Shouting out Playing with friend's hair Chatting Talking when teacher is speaking Making silly noises Fidgeting
		Take objects away from the child (fiddling)	
		Move towards the student or stand near the child	
		Non-verbal gesture, eg. Finger on lips, point to 'good sitting' picture, etc.	
		Assertive look	
		Stop, wait and look	

Appendix 3 – Behaviour celebrations

Dear Parent/Carer,
I am sure you will be delighted
to hear what happened today.

was fantastic at

I wanted you to know.

Sincerely,

Date:



© The Head Teacher 2011



Appendix 4 – Behaviour reflection sheet

Name: _____ Reflection _____ Date: _____

What happened		Which rule did I break?
		Who was affected by my actions?

3 ways I could have acted differently to resolve the issue

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Appendix 5 – Behaviour analysis



Date: From _____ to _____

<u>CATEGORY</u>	<u>NUMBER OF INCIDENTS</u>	<u>CONSEQUENCES</u>	<u>WHERE?</u>	<u>TIME?</u>
Attitude to learning				
Bullying				
Disrespectful attitude				
Fighting/ physically aggressive behaviour				
Football incidents				
Homophobic				
LGBT bullying				
Play fighting				
Racial incidents				
Stealing				
Swearing				
Verbal and aggressive incidents				
Other				
Team teach				
Model behaviour				

Detentions:

Team teach notes:

Model behaviour notes:

Specific children who have been involved in several incidents or a serious incident:

Internal exclusions:

Exclusions (increasing/ decreasing? Repeat exclusions? Rates compare to national average? Reasons?) :

Analysis (Boys/Girls/SEN/EAL/Disadvantaged)



Appendix 6 – Attitude Checklist

Behaviour: Classroom							
Excellent behaviour, respectful, trustworthy and responsible. No amber or red cards- often on silver or gold.	G						
Acceptable behaviour, pays attention and concentrates. Few reminders required. Some amber cards but no or very few reds.	Y						
Poor/unacceptable behaviour, distractible, disruptive, aggressive. Requires high level of staff input and reminders. Regular amber cards, some reds and time out etc.	R						
Behaviour: Non-Classroom							
Excellent behaviour, trustworthy and responsible. Friendly and helpful with peers. Respectful of others.	G						
Acceptable behaviour. Rarely instigates trouble but can be reactive on occasion. Responds to staff input.	Y						
Poor/unacceptable behaviour. Breaks rules frequently and needs high levels of supervision. Can be aggressive, a bully. Disrespectful of adults, rejected by peers.	R						
Effort							
Consistently good effort, self-motivated, pays attention, concentrates, stays on task, works independently, tasks completed.	G						
Usually good effort, sometimes needs reminders to stay on task but completes most tasks to an acceptable standard.	Y						
Rarely good effort, refusal, often off task, easily distracted and will distract others, tasks left incomplete even with staff input.	R						