



Behaviour Policy

Review Date: November 2021
Next Review Date: November 2022

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.

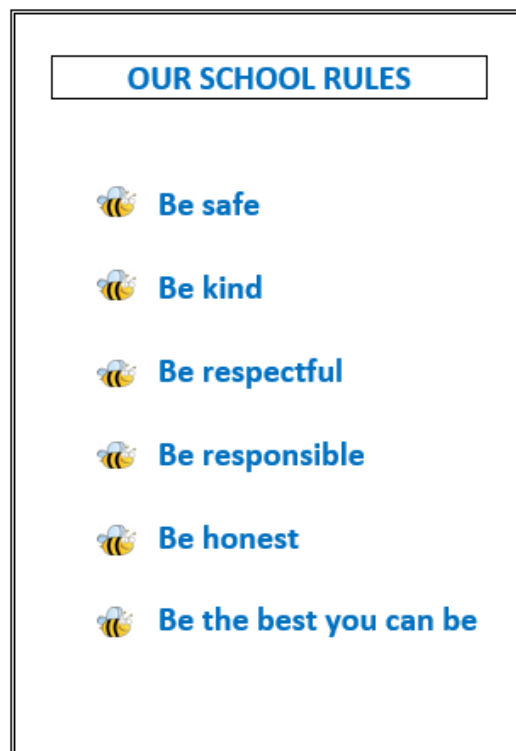
Aims Of Our Policy

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, a child from each class that has demonstrated outstanding behaviour will be awarded a Star of the Week Certificate and will attend a special event (see Appendix 4 – Behaviour celebrations).

Children who demonstrate exceptional behaviour could become a leader in the school e.g. librarian, play leader, play detective.

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 receive a red card, 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 5 – 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

Behaviour patterns are tracked during pastoral care meetings and further actions are decided upon when necessary.

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 Yellow and Red cards. The behaviour team has 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 socially and emotionally, we have focus groups led by our Child and Family Support Workers. This focus group time is an opportunity for children to reflect on their behaviour, identify triggers and ways to overcome them.

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 (including the 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 there are repeated incidents of red card behaviour, 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

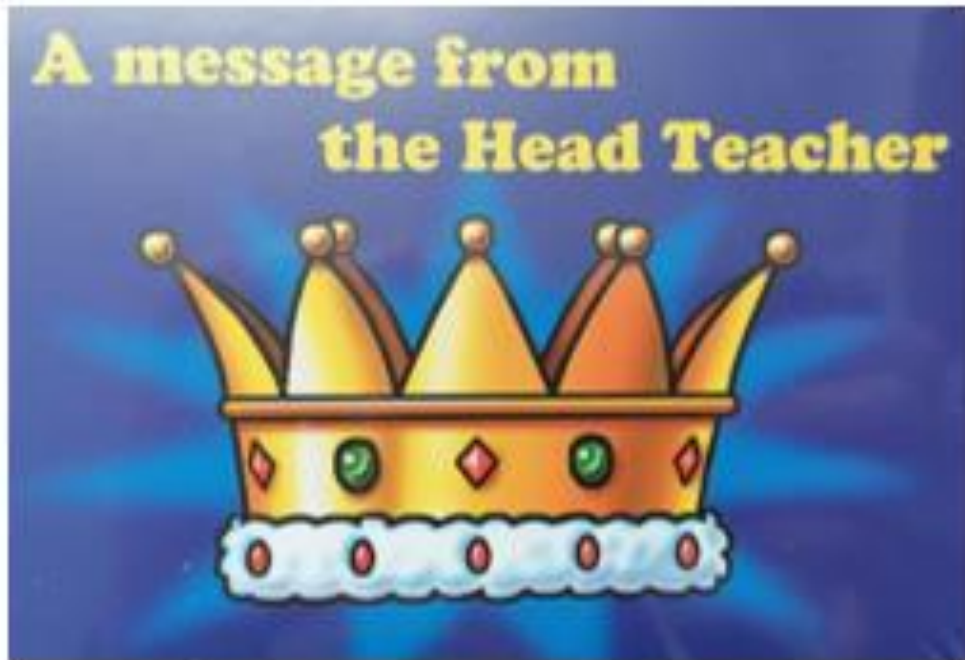
Steps Gold Card	↑	Child becomes leader in the school	Consistently excellent effort, behaviour and attitude to learning
		Model child on Cpoms – on list for model child rewards	
		Child sent to SLT for excellent work / behaviour	
		Child's work is shared on the 'Works of Art' display	
		Child given a "I got a gold card" sticker or child/carer spoken to	
		Child's work / action is used as an example for others	
		Gold card	
		Give positive praise	
Steps Silver Card	↑	Child given a "I got a silver card" sticker or child/carer spoken to	Making an extra effort Overcoming a difficulty Making an improvement to their work – more than usual
		Child's work / action is used as an example for others	
		Silver card	
		Give positive praise	
Steps Green Card	↑	Child's work / action may be used as an example for others	Following school rules Completing work Following instructions Positive attitude to learning Good presentation Looking after each other Learning from a mistake
		Give positive praise	
Steps Reminder	Choose the most appropriate	Stop, wait and look	Shouting out Playing with friend's hair Talking when somebody is speaking Making silly noises Fidgeting Disturbing others Snatching Drawing on work Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Touching other people's food
		Assertive look	
		Non-verbal gesture	
		Stand near the child who is misbehaving	
		Praise positive behaviour of other children	
		Say the child's name	
		Warn child of the consequences of continuing their behaviour	
		Individual chat with the child	

Steps Yellow Warning Card	↓	Yellow card - miss 5 mins of play	Bad manners Name calling Throwing small objects (paper, erasers...) Lying Refusing to co-operate Arguing with other children in class Moving around the classroom when not supposed to Running down the stairs Not lining up in the playground Poking
		Ask the child to move seats/table	
		Reflection time in class	
Steps Red Card	↓	Red card – miss next playtime and complete a reflection form. Teacher to inform parents at the end of the day	Violent behaviour towards others Damaging or defacing school property Throwing large objects (chairs, tables...) Bullying Refusal to work / follow instructions Leaving the classroom without permission Stealing Fighting Racism Swearing Disrespectful attitude Spitting
		Serious incident red card – miss more than one playtime. Teacher to inform parents at the end of the day	
		Pastoral support intervention	
		Sent to link classroom if necessary (safety/timeout)	
		Team leader and teacher meeting with parents/carers	
		Behaviour book	
		SLT meeting with parents/carers	
		External agency support	
		Internal exclusion – 1 day	
		Internal exclusion – more than 1 day	
		School exclusion – 1 day	
		School exclusion – more than 1 day	
		Fixed term exclusion	
Permanent exclusion			

Appendix 3 – Behaviour ladder (child version)

	<ul style="list-style-type: none"> I have consistently shown excellent effort, behaviour and attitude to learning
	<ul style="list-style-type: none"> I made an extra effort to follow the school rules I overcame a difficulty
	<div style="border: 1px solid black; padding: 2px; text-align: center; margin-bottom: 10px;">OUR SCHOOL RULES</div> <ul style="list-style-type: none">  Be safe  Be kind  Be respectful  Be responsible  Be honest  Be the best you can be
Reminder	<ul style="list-style-type: none"> I need to follow the school rules I can stay on green
	<ul style="list-style-type: none"> I didn't listen to the reminder I will miss 5 minutes of playtime I can get back to green
	<ul style="list-style-type: none"> I ignored the warning I will miss playtime My teacher will talk to my parents/carers I can still get back to green Tomorrow is a fresh start

Appendix 4 – Behaviour celebrations



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 Congratulations to 

for

 Be Safe	 Be responsible	 Emma Bonnin	 Date
 Be kind	 Be honest		
 Be respectful	 Be the best you can be		



Appendix 5 – 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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