



# PILSLEY CHURCH OF ENGLAND PRIMARY SCHOOL BEHAVIOUR POLICY

**Approved by:**

Mrs Emma Bond (Headteacher)

Chair of Governors: Andrew Wood

**Principles and Values**

At Pilsley Church of England Primary School, we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should live out our school's PRAISE values in order to deliver our school's vision. We strive to ensure this is in place to enable every child to achieve their full potential and to be prepared for their next step in life.

We believe that all pupils should be aware of the standards of behaviour that are expected of them, and take responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our students in developing a high level of social awareness.

**Setting and nurturing good habits early**

We strive to help our children establish good manners, good behaviour and respect from the start, by involving parents and children in the process. This includes drawing up class rules, a School Behaviour Charter and reinforcing policy and procedure from the very beginning in our Early Years setting. These expectations are set and upheld by all staff and positively role modelled on a daily basis. They are shared with all and we involve the pupils in drawing up key documents. We do our best to nurture each child to become a respectful individual, with strong morals and a solid understanding of what is right and what is wrong, enabling them to become citizens who play a full, positive and active part in modern British society.

### **Rewarding achievements**

Rewarding the children for following our School Behaviour Charter and class rules, and for being respectful citizens, is important in maintaining their motivation and sense of self-worth. The school has implemented a 'traffic light' and 'Champion trophy' system which is consistent throughout the school and gives instant reward (or sanction), which is visual and progressive. This links in with the 'Zones of Regulation', rewarding children's self-regulation and emotional literacy. It also links with our other reward systems such as: table points, house points, star of the week, and the PHD system (see appendix 2) which rewards children for being good citizens.

### **Supporting behaviour management**

Everyone at Pilsley Church of England Primary works hard as a team, and we also liaise closely with outside agencies, as necessary, in dealing with children who may find self-regulation difficult and need additional support. with behavioural problems. Staff support one another by sharing advice on strategies and by applying the school's Behaviour Policy and systems consistently. Our older children are empowered to offer support through their roles as Nurture leaders and playground buddies. This enables our young leaders to support our younger children by helping to develop their social and emotional skills and integrate with others, alongside having a buddy to support with nurture and well-being.

### **Working with parents**

To be successful in helping a child to improve his/her/their behaviour, we work closely with parents, and see this as a partnership to nurture and support the child. The Headteacher and staff communicate regularly with parents and a dialogue is maintained to monitor progress for those children who require help with improvements in their behaviour. A behaviour log is kept, where necessary, and a graduated response is used to assess the level of support needed.

### **Pupil involvement**

The involvement of children in revising and refining the different systems in place for behaviour is important at Pilsley Church of England Primary. For example, the School Council and children from Y5/Y6 have been instrumental in drawing up the school's Behaviour Charter. We encourage all the children from Reception to Year 6 to be responsible for their actions and to discuss any issues calmly and with respect. Discussion of behaviour often takes place in Collective Worship and Personal, Social, Health Education (PSHE) lessons, but it is certainly not limited to timetabled sessions. Behaviour is often discussed in class, in small groups or individually with children, in order to promote the spiritual, moral and social development of the child. As well as promoting positive choices and decision making, as a matter of course, whenever inappropriate behaviour occurs we discuss the underlying reasons and strategies for improving, implementing the emotional literacy developed through the Zones of Regulation. We also recognise that every child is unique and some

children will require alternative behaviour management strategies which will be assessed by staff on a 1:1 basis. Staff are trained to respond sensitively and appropriately to individual children's needs.

### **Commitment to equal opportunities**

We are committed to equality of opportunity for all of our children and the effectiveness of this policy is monitored by our Governing Body and any issues are acted upon immediately.

### **Our aims:**

- ✓ Create a calm, purposeful, safe and happy learning environment
- ✓ Ensure that no learning is impeded by the negative behaviour of others
- ✓ Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- ✓ Encourage each child to take responsibility for his/her behaviour, leading to increasing independence and self-discipline
- ✓ Create a consistent approach to behaviour management throughout the school, celebrating and praising good acceptable behaviour and enforcing firm boundaries for unacceptable behaviour
- ✓ Work in partnership with parents in dealing with any behavioural difficulties
- ✓ Encourage respect for all
- ✓ All stakeholders lead by example in treating each other with respect and having high expectations for behaviour throughout the school

### **To achieve these aims all staff should:**

- Actively promote and consistently follow our rewards systems (Behaviour charter, star of the week certificates, house points, PHD, table points, stickers) and enforce the hierarchy of sanctions
- Encourage and instil our key values
- Make children aware of appropriate behaviour in all situations
- Have high levels of expectations
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues
- Work in partnership with parents in dealing with any behavioural issues/difficulties
- Act as a positive role model for desired behaviour, treating all adults and children with respect
- Focus on good behaviour and positive reinforcement to raise self-esteem; giving praise for good behaviour and self-regulation
- Model and reinforce emotional literacy and self-regulation
- Ensure children are not left unattended
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines
- Ensure that each child has work that is suitable to his/her ability
- Deal with problems swiftly and calmly
- Be as consistent and as fair as possible in the use of rules, sanctions and rewards, taking into account each child's needs

- Work closely with the headteacher, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of Pilsley, both in and out of school

**Pupils will help by:**

- Follow the Behaviour Charter and class rules at all times
- Grow and develop as individual characters, embraced by our key values
- Co-operate with and respect all school staff
- Work towards the positive behaviour rewards
- Implementing emotional literacy and self-regulation behaviours developed through the Zones of Regulation

**Parents will help by:**

- Supporting the school's system of rewards and sanctions
- Encouraging and supporting our key values
- Helping the children understand the rules and the need for them in an ordered society
- Working in partnership with the school to promote high standards of behaviour at all times
- Ensuring their child attends school regularly/punctually and notify the school of reasons of absence
- Support the school's work on the Zones of Regulation

**Rewards system for appropriate behaviour (and good work):**

- ❖ Verbal praise, body language (smile, thumbs up, nod) appropriate to the child (sometimes overt praise can embarrass a child)
- ❖ Name is moved onto the Champion trophy
- ❖ Stickers
- ❖ House points- individual:
- ❖ Class 1 & 2 Kindness Jar
- ❖ Class 3 Magic Marbles Jar
- ❖ Class 4 Golden Pot points
- ❖ Gold Book Collective Worship
- ❖ Headteacher's stickers, rewards and certificates
- ❖ Parent/teacher dialogue, consultation

**Hierarchy of sanctions for inappropriate behaviour:** (see **Behaviour Pathway** appendix 1)

1. Reflection time verbal recognition of inappropriate behaviour – Remind of self-regulation activities/behaviours
2. 5 minutes Time out from playtime – in class recorded in class behaviour log  
-in log 3 times in one week – see Mrs Townsend  
- if continues, see Mrs Bond- recorded central Behaviour Log
3. Parents informed
4. Behaviour management plan written, in conjunction with the parents, child and teacher involving behaviour outreach, if deemed appropriate.
5. Fixed term exclusion
6. Permanent exclusion



### Appendix 1 – Behaviour Pathway

- **Outstanding**

This is for the extra special achievements that are shared with Mrs. Bond – rewarded with a sticker or certificate and a text home.

- **Ready to learn**

The 'green for go' starting point

- **Reflect**

Instead of grumble we are encouraging children to reflect and think, using their emotional literacy and self-regulation behaviours

- **Consequences**

Children will be kept in class 5 minutes during break and this will be written in a classroom log.

If a child is in the behaviour log 3 times in one week then they meet with Mrs Townsend to discuss the choices they have made which have resulted in an entry in the behaviour book. If the inappropriate behaviour continues, they see Mrs. Bond.

Anything that is considered urgent and/or serious goes straight to Mrs. Bond.

### Appendix 2 - PHD Award

## A 'PHD' in Citizenship

	<u>Standard</u>	<u>Signed</u>	<u>Reviewed</u>
<b>Polite</b>	Speaks politely and always shows respect		
<b>Happy</b>  Uses self regulation-we are showing that all emotions are ok but some are more helpful for learning	Has fun at school and helps others to enjoy school		

<b>Determined</b>	Is unrelenting in school work and completes tasks set to the best of their ability		
<b>Congratulations</b>	<b>Collect a Bronze Award</b>		
<b>Positive</b>	Is keen to discover new things and have a go at everything, showing resilience		
<b>Healthy</b>	Shows awareness of a healthy lifestyle and takes part in exercise with enthusiasm		
<b>Duty</b>	Is caring and respectful towards others and school property		
<b>Congratulations</b>	<b>Collect a Silver Award</b>		
<b>Personal Development</b>	Sets personal targets and discusses how to achieve them		
<b>Helpful</b>	Takes on a very active role in school		
<b>Celebrating Difference</b>	Shows exemplary behaviour towards others		
<b>Congratulations</b>	<b>Collect a Gold Award</b>		

You are now an exemplary citizen -well done and keep it up.

Policy written in conjunction with the School Council and staff adhering to Section 89 of the Education and Inspection Act 2006.

## Pilsley CE Primary

### Ambassador Award

You are now an exemplary citizen and School Ambassador

Well done and keep it up!

	Standard	Signed
<b>Excellent role model</b>	<b>Be recognised as an excellent role model both in and out of school</b>	
<b>Mature</b>	<b>Be sensible, mature and try your best to make the right choices</b>	
<b>Enthusiastic</b>	<b>Try your best in every subject and in all that you do</b>	
<b>Respect</b>	<b>Show mutual respect towards your peers as well as all the adults within our school community</b>	
<b>Responsible</b>	<b>Take responsibility for your own actions and set a good example to the younger children in school</b>	
<b>Trustworthy</b>	<b>Always tell the truth and be honest with your peers and the adults working in school</b>	
<b>Sensible</b>	<b>Be polite, respectful and helpful</b>	
<b>Leadership</b>	<b>Be a leader! Offer to run a club, volunteer for mini-leaders, help at dinner time, offer to show visitors around the school</b>	

<b>Citizenship</b>	<b>Play an active role in all areas of school life and show willingness to help and support others.</b>	
<b>Congratulations! You have reached your Ambassador award! Well done 😊</b>		

Policy written by: E.Bond/Staff/School Council

March 2022