

Pleasant Street Primary School

Positive Behaviour Policy



September 2022

Review Date September 2023

Pleasant Street Primary School Positive Behaviour Policy

'Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves, their families and their way of life.'

This policy was produced by the school's senior leadership team after discussion with, teaching staff, Learning Mentors, Teaching Assistants and Supervisory Assistants. It is to be read in conjunction with the following policies; Anti-Bullying, Equality and SEND.

Aims

- To foster an atmosphere in which everyone, child and adult alike, is treated with respect, courtesy and fairness.
- To provide an ordered environment in which children can learn and teachers can teach, freely and without disturbance.

Objectives

1. To treat all children fairly and equally through consistent use of established routines, rewards and sanctions.
2. To use praise and reward at every opportunity to encourage good behaviour, successful learning and the enhancement of self-esteem.
3. To celebrate examples of good work and behaviour with the individual child as they are observed, and collectively with the other members of the class and/or with the school assemblies.
4. To provide opportunities for children to improve their work or behaviour by issuing reminders of the expected standards and warnings of the consequences of their failing to achieve them.
5. To inform parents of their children's successes and to seek their support to overcome problems if their children's behaviour is detrimental to themselves and others.
6. To create an atmosphere in which children may strive to develop relationships which conform to the principles contained in our Mission statement.

Guidelines for achieving objectives

All staff will use the "It's Good to be Green" behaviour scheme which will be displayed prominently in class and is underpinned by the Pleasant Street Promises which are:

- We are respectful, kind and helpful; we don't hurt anybody's feelings.
- We are honest; we don't cover up the truth.
- We are gentle; we don't hurt others.
- We listen; we don't interrupt.
- We look after things; we don't damage property and respect our school.
- We are careful; we keep ourselves and others safe
- We work hard; we don't waste time and always give our best.

General conduct in school

Behaviour for Learning: PSHE topics are taught to encourage children to become familiar with how they learn and to examine their learning behaviours. The 5 Rs are encouraged across the school (responsibility, resilience, resourcefulness, reasoning and reflection).

Polite behaviour is expected at all times.

Movement around school

- Children are asked to walk quietly, in single file, keeping left.
- Children are to wait at fixed points - doors and stairs, for permission for class to proceed.
- The first person in line will hold door for others.
- Adults should be allowed through doors first when meeting oncoming children.
- Exterior doors are kept closed. Children must not open them without permission.
- Children not following movement rules will be sent back to repeat action correctly. Those following rules will be praised and/or rewarded.

In applying the School Behaviour Policy, it is essential that staff support each other. Any teacher experiencing difficulty may feel confident that colleagues will be willing to offer constructive advice for developing strategies to overcome problems.

Date of policy: September 2022

Co-ordinator: Emma Keogh

Review date: September 2023



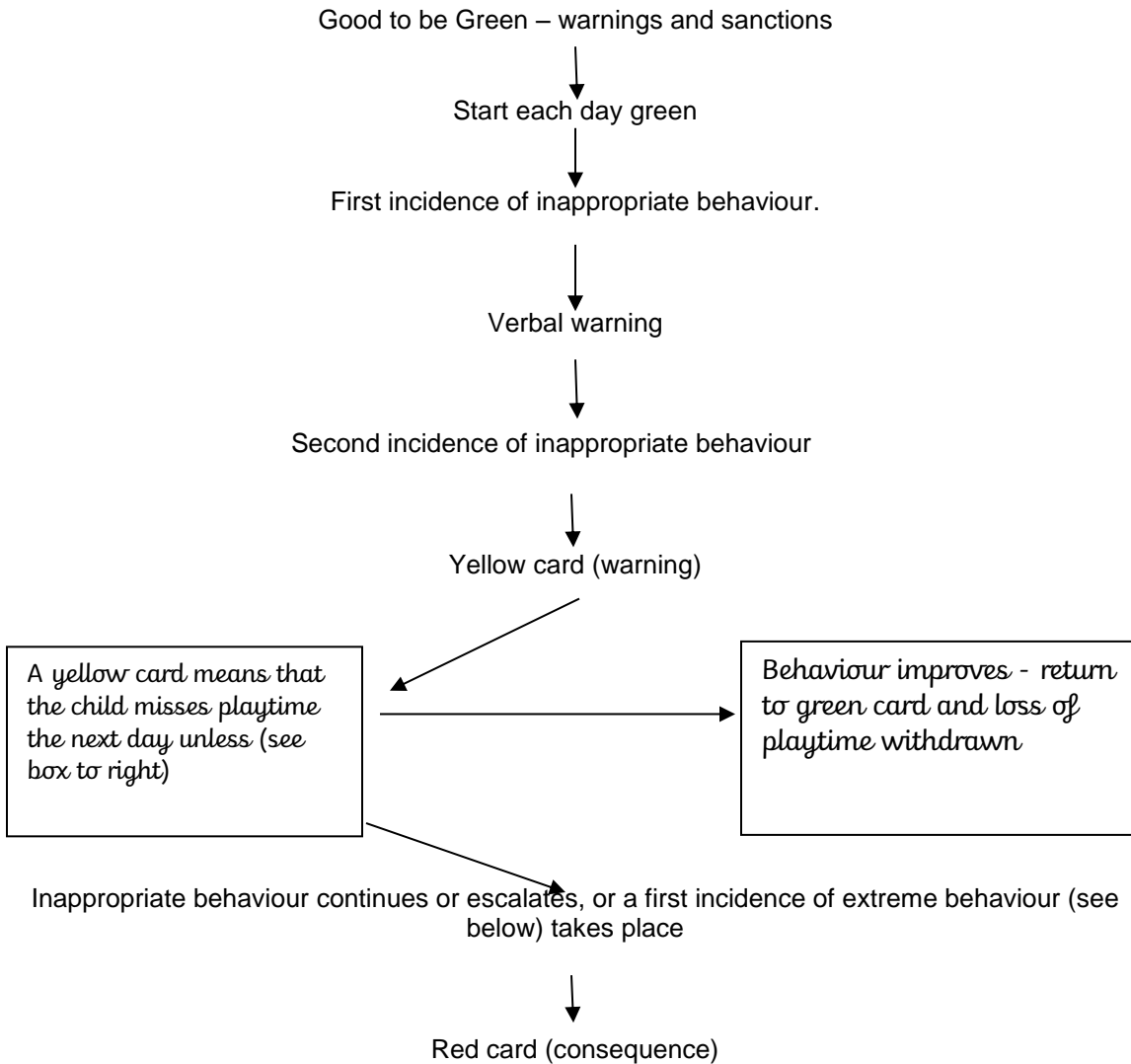
Appendix 1: Procedures

Rewards

<u>Type of Reward</u>	<u>What it is given for</u>
Stickers	To be given out as desired
Good to be Green Certificate and badges	One of the children who have been green all week will get the award certificate for the week and a badge in a Monday Praise assembly.
Gold Cards for The Treasure Chest	Children will receive Gold Cards for behaving well at lunchtime. These will be highlighted in Assembly each Monday. Lunchtime staff should aim to give between 1-5 Gold Cards a day for good behaviour.
Privilege Cards	Mr Verdin and SLT will give these out if they come in to your class and everyone is green. They will also give these out if he sees your whole class come into assembly quietly or walking quietly down the corridor
Pleasant Street 10 minutes extra play	Being the class with the most privilege cards for the week ensures a 10 minute extra play.

The certificates that are given out will be put on the Praise Pond which is displayed in school. When the week is over the children will take the certificates home and another set will be displayed.

Sanctions



A red card means that a child is exited from class to a nearby class until the end of the session and will miss playtime. Further action may also be required depending on the nature of the incident. **A red card is a last resort.** When the child comes back in to class, the card should go back to green once the child has apologised for their behaviour. If a child receives more than three red cards during a half term, then a letter should be sent home to parents. Teachers will use their discretion in these cases but must keep the SLT informed of their decisions.

If a child refuses to exit

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Call for a member of SLT to deal with the situation
Child misses a further playtime in addition to the one they would miss for the original incident.
Parents/Carers informed
This may result in an exclusion

If this happens 3 times then there will be a loss of privileges or exclusion.

Foundation Stage is slightly different due to the age and stage of the children. A yellow card means a 5 minute time out and a red card means that the children are brought to the office to be spoken to by a senior member of staff.

Behaviour Requiring Sanctions

- Breaking any of the Pleasant Street Promises

Follow Good to be Green flow chart:

Verbal warning

Yellow Card + possible detention

Red Card, Consequence + detention + possible further action

For more extreme behaviours see below:

- Minor physical violence;
E.g. pushing, hitting or kicking out but not making contact, lashing out but stopping self, etc.

Immediate red card – exit to Phase Leaders with a short description of the event on A4 behaviour incident sheet.

- Serious physical violence;
E.g. punching, kicking, fighting, etc.

Immediate red card – exit to deputy, or head if deputy out.

Record Logs

Each time a child receives a yellow or a red card then the record log needs to be filled in. This can be done by either the TA or teacher. Red cards are logged on CPOMS. The behaviour log should use children's initials and be a brief record of the incident or 'on CPOMS' in the case of a red card.

Lunchtimes

At lunchtimes the flow chart should be followed. If a child receives a red card they will be immediately sent to a member of SLT. The LSA in charge of the class on the yard should make this decision after investigating details of the incident. **Red Cards should be a last resort so they have an impact and only given out for serious incidents or repeated misbehaviour.** When they go back in to class, the card should remain green.

Positive behaviour should be rewarded as much as possible. Focusing on the positive behaviour will encourage the children who are not following the Golden rules to change the behaviour. The behaviour of children who are not following the Code of Conduct could be changed by praising the children who are following the code. Record sheets will be filled in by LSAs and TAs.

General points

- Children are encouraged to take responsibility for their own behaviour.
- Teachers will regularly remind their classes of what is expected in the classroom, on the playground and at lunch times and of the consequences of misbehaviour.
- Apart from such serious incidents, wherever possible, children should be given opportunities to amend their own behaviour. A quiet word from the teacher or staff member giving a reminder of rules or a warning of sanctions which will have to be applied may be sufficient to diffuse troublesome situations and allow the child to apologise and alter his/her behaviour.
- If no improvement occurs, then sanctions will be applied but at each stage a child must be warned of the next consequence of failing to behave appropriately.
- Sanctions should be applied as calmly as possible according to the procedures listed which are designed to reduce stress on staff and children.
- If a child's behaviour is such that regular restraint is required – updated training will be sought for relevant staff in safer-handling techniques.

If it is necessary to see parents

1. An appointment should be given.
 2. It should be stressed that parents are being asked to work in partnership with school to try to overcome a child's difficulties and that their help is essential.
- In Foundation Stage, parents are seen informally at the end of each day/session when good behaviour is praised and minor incidents discussed, formal appointments are arranged if necessary

Behaviour Report Systems and Parental involvement

Incident Logs

If a child receives a yellow/red card a short description of the incident should be completed on a A4 incident sheet. In the case of a red card it should be recorded on CPOMS. This will serve as a log of events which will be used when discussing behaviour with parents or outside areas. If a child is sent to a member of the SLT where possible a description of the incident should be given verbally or written on an incident sheet so the matter can be investigated thoroughly.

Parental Involvement/Next Steps

If a child receives 3 or more red cards in a half term a meeting with parents/carers will be made to discuss next steps preferably with the involvement of the child and pastoral leader.

Targets should be set for the child should be explained and a warning given that if they are not reached, then the Headteacher will be involved to apply further sanctions e.g. removal to another class, exclusion at lunch time etc.

Parents/carers should see discipline sheet/report and sign it (child may also sign)

Parents/carers should be asked to check on child's progress in person or by phone at stated intervals (normally every Friday) for as long as the report is in place.

If parents/carers fail to respond a second standard letter should be sent out via the app.



Appendix 2: Criteria for Referral to Pastoral Leader

Purpose: To work with pupils to overcome barriers to learning.

- Where pupils are in need of one to one counselling for either academic or social issues e.g. stress management and self-esteem building.
- Where pupils are finding difficulty with accessing their academic work e.g. concentration, time management, working with others, personal organization.
- Where pupils may have difficulty in accessing in or out of school resources which will help in the learning process e.g. library and museum visits, music lessons.
- Where liaison with families or carers may be helpful in supporting an improved working environment for schoolwork.
- Where there is a continued problem with a pupil's attendance and/or punctuality.
- Where there is a recognized need within a pupil for increased motivation towards the learning process.
- Where pupils have received numerous other interventions with limited success.
- Where pupils may have been absent for a lengthy period of time through illness.

All referrals should be passed to the Headteacher.

On receipt of the referral form, the Pastoral Leader will provide the class teacher with a copy.



Appendix 3: Parent Letter

Dear Parent,

Unfortunately, your child..... has received red cards in the last..... As you are aware a red card means that your child is behaving in an unacceptable way. We would like to take this opportunity to invite you to come in to school to discuss ways in which we can work together in order to help improve behaviour.

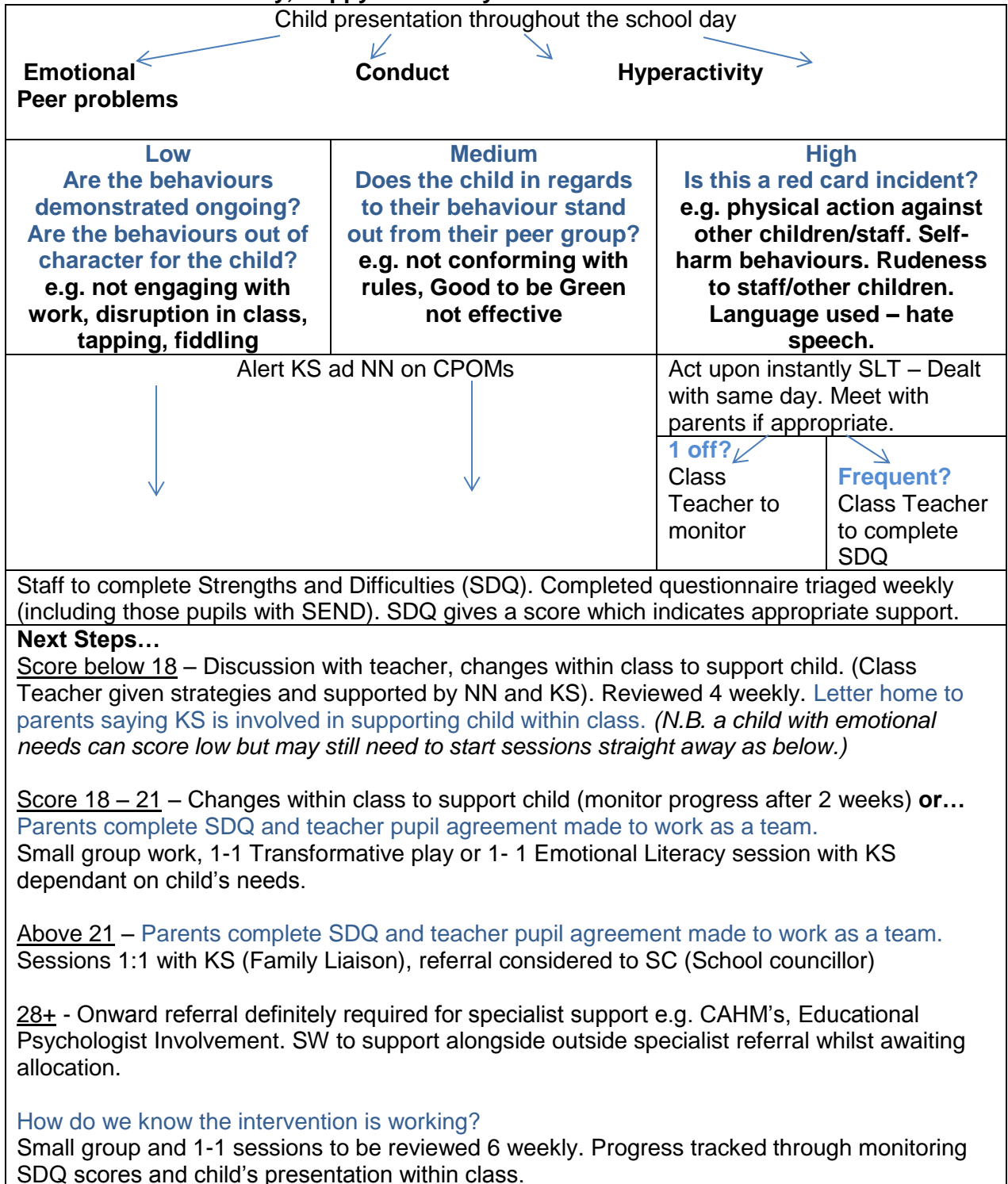
Please speak to to make an appointment.

Yours sincerely,

Mr. Verdin (Headteacher)

Appendix 4:

Healthy, Happy and Ready to Learn Flow Chart



All children highlighted through this process will continue to receive support through interactions with staff in their class and from other adults around school throughout their day.

School Councillor Support

Internal referral CT/SLT e.g. Trauma, bereavement	Internal referral SDQ outcomes Above 21, 28+	Ongoing support – Previous pupils already supporting including child self-referrals for a top up session.
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NN- Natalie Nichols, SEND | KS- Kirsty Sparrow, Parent Liaison | SC- School Counsellor

Appendix 5: Behaviour Policy Addendum – September 2021

In light of reopening of our school due the global pandemic, it is necessary to amend our Behaviour policy for use during this time. The amendment considers the challenges pupils may face and the new systems and protocol which needs to be strictly adhered to in order to keep everyone safe.

Expectations of children

- The normal behaviour rules, rewards and sanctions apply.
- We will continue to use Good To Be Green.
- We will reward pupils for following the new rules and will use positive reinforcement whenever possible.
- Children to enter the building separately and patiently.
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day.
- Children should stay at a social distance as much as possible (adults in school to remind children when necessary).
- Children to follow any signs and special routes in place.
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...).
- Children who persistently forget to adhere to the 'NO TOUCHING' rules will be constantly reminded.
- Parents will be informed so that they can support and reinforce this rule at home.
- Avoid touching your mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice.
- Any coughing/spitting on another pupil intentionally will result in being sent home.

Students with more challenging behaviour

Children demonstrating more serious behavioural issues will need to be discussed on a one to one basis. A personalised home-agreement will need to be put into place and agreed by all parties.

If the child poses risks to other children or staff and the child cannot comply with the stringent rules or systems, then a meeting needs to take place to see if it is safer for the child to stay at home.

Mental health and well-being

We appreciate that these are worrying and uncertain times for pupils and staff alike. We will do our utmost to ensure that children understand the new rules and systems around school. We will also make time to reassure all our children, discussing their feelings, sadness and anxieties that this experience has caused. It will be a priority to look after the mental and physical well-being of our children through PSHE, mindfulness and regular physical activity, which will be outdoors whenever possible.

Appendix 6: COVID Code of Conduct – September 2021

Welcome Back!

We are looking forward to welcoming all of you back to school in September. When you do come back, you may notice a few changes that have been put in place to keep you and everybody in our school community safe. We would like to share some of these with you so that you know what to look out for on your return. If your child displays symptoms of COVID 19, then please follow the most recent Public Health guidance. If they display them when in school, we will recommend that you take your child for a PCR test..

Staying Safe

When you return, our school rules will remain the same, and we continue to follow 'Good to be Green'. If children do not follow our rules, then parents will be informed. It is extremely important that at this time your children are aware that we all need to be kept safe, including staff and other pupils and we will not accept any behaviour that does not follow our rules or adheres to our COVID Code of Conduct. If your child does not follow the rules, and is putting themselves and others at risk, we may ask for a suitable adult to collect them from school.

COVID Code of Conduct

We have added some extra rules to keep everybody safe. This is called our **COVID Code of Conduct**. You may already know some of these rules if you have been listening to the news or if you have been out for a walk with your family.

COVID Code of Conduct

1. Wash hands regularly and when instructed to by staff.
2. Listen carefully to staff and follow all instructions.
3. Help reduce the spread of germs by carrying a tissue or using tissues provided.
4. Use hand sanitizer when instructed
5. NEVER cough or spit towards another. (If this occurs then an adult will be called to collect the child)

Arriving in the morning

1. Children to arrive at their designated entry point at their allocated time, you must stick to these times to ensure the safety of all concerned.
2. Parents to stay outside of the school gates and allow staff to escort or direct your child. There will be markings on the floor and signs advising maintaining current social distancing guidelines.
3. Children will be asked to sanitise their hands before they enter the school building and when they leave.

Uniform

Your child should attend in full school uniform including school shoes. Where possible children should wear clean clothes each day.

Around the school and in class

Children will no longer be required to stay in class bubbles. Lunch times and break times have been carefully worked to ensure that limited mixing happens.

Home time

We ask that you collect your child at your allocated time. Please go to the allocated exit for your child. If you have to wait for a sibling please do so adhering to any current social distancing guidelines. On leaving school your child will have sanitised their hands.

