



Behaviour Policy

September 2021

We want Peel Hall Primary School to be a place where everyone feels safe, respected and able to achieve their full potential, free from inappropriate or disruptive behaviour. Over time we have adjusted our behaviour management strategies so there is a consistent approach throughout school. We expect the highest standards of conduct. To promote this we have four school rules:

- Listen.
- Do as you're asked, first time.
- Work as hard as you can. □ Work well with others.

These rules are displayed in classrooms and around school. Children are reminded about the schools high expectations regularly.

What listening prompts do adults use?

- 1 stop what you're doing; 2 everything down and 3 eyes on me.
- Hand raised silently.
- Stop. Show me two hands (EYFS).

What a good listener looks like at Peel Hall Primary school?

- The listener makes eye contact with the person speaking.
- The listener puts all equipment down. □ Does not interrupt or speak.

In order to promote these characteristics, we aim to focus on the positive aspects of school life and celebrate achievements in these areas.

Management of behaviour in the classroom.

Rewards

At Peel Hall we use praise that is **specific and descriptive** so children understand exactly what they have done in order to gain a positive comment.

Every classroom has a behaviour display.

Every child starts both morning sessions and the afternoon session on bronze. This is so that children have the opportunity for a fresh start at different times of the day.

At Peel Hall staff judge children's behaviour against a criteria which is consistent across school. (See below). The emphasis is put on behaviour for learning.

If a child **consistently** demonstrates good behaviour, as illustrated in the success criteria, then that child is moved to silver. If at the end of that session the child is still on silver then one raffle ticket will be issued.

Subsequently, if a child **consistently** demonstrates outstanding behaviour, as illustrated in the success criteria, then that child is moved to gold. If at the end of that session the child is still on silver then two raffle tickets will be issued.

At the end of the week the raffle is drawn.

What is expected (satisfactory) behaviour?

- I listen carefully.
- I take part in a lesson without shouting out.
- I can work in a small group.
- I can walk around the school.
- I start my work straight away.

What is good behaviour?

- I listen carefully, asking questions about what is being discussed.
- I follow instructions first time.
- I actively take part in lessons.
- I can get on with my work and stay focused.

- I use my targets to help me improve my work.
- I can reflect on my own learning.
- I am polite and friendly to others.
- I can walk calmly and sensibly around school.

What is outstanding behaviour?

- I take every chance I can to learn.
- I always listen carefully and take an active part in every lesson.
- I always follow instructions first time, whoever gives them.
- I always start my work quickly.
- I always stay focussed my work, reflect upon it and aim to improve it.
- I am always polite, respectful and thoughtful.
- I set an outstanding example and encourage others to do the same.
- I work well in a group or on my own.
- I can understand how other people feel.

Child friendly versions of these expectations are displayed in classrooms.

Whole class rewards - Class stars.

Class teachers can issue class stars when the whole class have demonstrated good and/or outstanding behaviour, all produced quality work, represented school appropriately etc. Class teachers can use their professional judgement for when a class star should be issued.

30 class stars results in a 30 minute reward. This reward should be chosen by the children.

Smart Cards

Smart cards are issued to children outside of the classroom (corridors, dining hall, playground etc) in recognition of good behaviour conduct such as: Good manners, holding the door open for other people, 'spotted' doing the right thing etc.

All adults can issue smart cards (except to children in their class). Children give the smart cards to their class teacher. A total is recorded in the class each day. At the end of the week the class with the most Smart Cards are awarded the 'Smart Class' trophy. This will also be recorded on a display in the hall.

Achievement assemblies

There is a weekly achievement assembly every Friday. During this assembly a child in each class is recognised for their achievements in: Maths, English, Behaviour and Star of the week. The Smart Card cup is awarded and the class with the highest attendance is celebrated. The class with the highest attendance and the class that is awarded the Smart Card trophy are recorded on a display in the assembly hall.

We have a termly achievement prizes, rewarded for: good work, good behaviour, improved behaviour.

Sanctions

Lost Learning time

As with praise we are **specific and descriptive** when explaining a child's behaviour so children understand exactly what they are doing wrong.

If a child is not displaying the expected behaviour or attitude the child's name is written on the board. This indicates a reminder to the child of the expectations.

If the negative behaviour continues then a tick is put against the child's name. This is a warning.

If the negative behaviour still continues then a second tick is put against the child's name. At this stage a Yellow Card is issued. This means a child is sent to the parallel class for 10 minutes **and receives 10 minutes lost learning time.**

If a child's behaviour is causing disruption to other children then a Red Card is issued. This means that the child remains out of class for the remainder of the session and **receives 15 minutes lost learning time.** Work must be provided by the teacher.

Any 'Lost Learning Time' that is given must then be followed through by that adult, this includes Teaching Assistants and recorded in the class behaviour file.

'Lost Learning Time' can happen at playtime and lunchtime. During 'Lost Learning Time' children are expected to catch up with the work they have missed but a discussion **MUST** be had with the child in order to repair, rebuild and resolve.

All names and ticks are rubbed off the board at the start of both morning sessions and for the afternoon session. This is so that children have the opportunity for a fresh start at different times of the day.

Detention

Children are put into detention for behaviours such as swearing, rudeness and physical aggression. (Isolated behaviours that have not necessarily affected learning time). During detention a discussion **MUST** be had with the child in order to repair, rebuild and resolve.

Parent/Carers are contacted if a child has three detentions in 5 school days.

Formal Sanctions and Exclusions

If a child does not respond to the above procedures or an incident is deemed more serious, then a more formal approach is used. This could be a fixed term or permanent exclusion depending on the incident.

At Peel Hall exclusions are only used in serious breaches of behaviour or serious ongoing incidents of poor behaviour. Where parents and school work together to support a child to make improvements in behaviour this can usually be achieved. Where a child continues to give cause for concern then the usual safeguarding arrangements will also be explored, such as contacting Referral and Assessment or involving other agencies. This might include health professionals, an example would be CAMHs, the Children and Adolescent Mental Health team.

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 whole school community.

Depending on the type of exclusion, in most cases **parents** have the right to make representations to the **governing body** (or discipline committee). In all cases of permanent exclusion **parents** have the additional right to appeal to an independent appeal panel.

Schools are under a duty to provide suitable full-time education for the excluded **pupil** from the sixth school day of any fixed period exclusion of more than five consecutive school days. **Local authorities** are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.