



BEHAVIOUR AND DISCIPLINE POLICY FOR PRIORY PRIMARY SCHOOL

APPROVED BY GOVERNORS 14TH SEPTEMBER 2022

POLICY TO BE REVIEWED AUTUMN 2023

Ethos

At Priory Primary School we are dedicated to achieving the best outcomes for all of our pupils and celebrating their successes. We endeavour to create an exciting and stimulating learning environment which supports and challenges all pupils so that they thrive, and are confident and happy.

Aims

This policy sets out the measures that Priory Primary will take to maintain an effective and safe learning environment, where

- Good behaviour, self-discipline and respect is promoted
- Bullying is prevented
- Each and every pupil achieves the best possible outcomes

Governing Body's Statement of Behaviour Principles

The Governing Body have agreed a set of principles which support the school's management of behaviour. The statement is displayed on the website and is reviewed annually by the Governing Body. The statement is included as an appendix to this policy.

School Rules

At the beginning of each academic year, the head teacher will review the school rules with the children, using class council and assembly time.

The school rules will be displayed in every classroom and throughout the school.

School rules will apply throughout the school day and all members of staff are expected to enforce these, applying sanctions as appropriate.

Class Rules

At the beginning of each year, the children and their class teachers should decide on their rules for their class. These should be prominently displayed in each class, together with visual representations to encourage swift reminders.

Class sanctions should be agreed by the class teacher and children, and will include, for example, completing work at play/lunch times, sitting apart from friends

The class teacher should keep a record of incidents of poor behaviour and initially should apply class based sanctions.

Good Classroom Management

Good class management and organisation will help support effective behaviour management. As a staff we have agreed that

- We use the RWInc signal for STOP to show the children that we expect quiet and we wait until we have the children's attention before we speak. We expect the same courtesy to be extended to whoever is talking.
- We ensure good order throughout the school – children are expected to enter and exit the hall for assembly in silence and for lunchtime as quietly as possible.
- Transitions in lessons and at the end of the day should be orderly. We use RWInc 1,2,3 to help support this.
- Establishing a relationship with the children so that they are confident to talk with you. All children should know how to communicate if they are unhappy e.g. communication box, talking to LSA/ teacher or use individual diary if they feel unable to communicate directly.
- Class Rules and Routines are clearly displayed with the addition of photos for children who struggle to read quickly

Rewarding good behaviour

Children can earn individual Dojo points to reward good behaviour and good effort beyond what is expected. These Dojo points are collected each week and tallied into our house teams with the winning team being presented with the house cup in the whole school assembly.

Sanctions

When a child exhibits poor behaviour, they should be given every chance to make it better. Therefore, unless a child has deliberately hurt another child, a warning that a sanction will apply if the behaviour continues should be given. It is best to try and phrase this in a way which tells the child what they need to do to get back on course.

Class based sanctions are agreed by the class teacher and the class. It is sometimes useful to rank these so that there is progression through the stages, and a chance for the child to get back on track. They should be applied consistently in the class.

If class based sanctions are not working, then, after meeting with parents, the class teacher should have a meeting with a member of the Senior Leadership Team (SLT) in developing a structure to support improving the behaviour.

Any instances of poor behaviour at lunch time should initially be dealt with by the Midday Assistants who should seek the support a member of the SLT. Sanctions could include time away from a preferred activity (possibly remaining close to the MDA); moving seating position in hall if inappropriate behaviour displayed. If there have been issues at lunch time, MDAs should endeavour to communicate this to class teachers when they collect the classes. If the children have gone back in to class, a member of the SLT should be alerted.

What happens when class based sanctions do not improve the behaviour?

1. Identify the poor behaviour and investigate why this is happening
2. Meet with parents to explain the situation and identify how child could be supported at home and school to improve behaviour
3. Alert a member of the SLT
4. Meet with child to talk through the plan to help improve the behaviour
5. Implement plan in class
6. Review meeting with parents and child
7. If behaviour is improving, initially continue with support, gradually withdrawing it.
8. If behaviour is not improving, involve a member of the SLT in support plan
9. Second review meeting – chaired by a member of the SLT
10. If behaviour is improving, initially continue with support, gradually withdrawing it. Be aware that child may need the extra support at the class level still.
11. If behaviour is not improving, head teacher will request support from external agencies.

If at the end of any intervention at this level the behaviour is still acting as a barrier, the head teacher will consider applying fixed term suspension.

Suspensions

Suspensions are never applied lightly and might be considered, taking into account specific factors such as SEND and/or specific needs, as a result of either

- Persistent poor behaviour which impedes learning or causes distress to other children which hasn't been improved by the support outlined above; or
- Violent and aggressive behaviour which results in a pupil or member of staff being injured
- When the head teacher decides to suspend a child, it will be initially for 2 days. If parents are unable to collect their child, then the child will remain with the head teacher until the end of the school day. This will count as day 1. When the head teacher informs the parents of the decision, a post-suspension meeting will be arranged, which must be attended by the child and their parents before the child can come back to school.
- If the 2-day suspension isn't effective in improving the behaviour then a 3-day suspension will be applied if there are further instances of poor behaviour. During these 3 days, the head teacher will contact the Local Authority to look in to possible solutions, e.g. PRU,

managed move. A post- suspension meeting will be arranged which must be attended by the child and their parents before the child can come back to school.

- If neither the 2-day nor 3-day suspensions have been effective, then a permanent exclusion will be considered
- Permanent exclusion will be considered in the case of violent and aggressive behaviour which results in a pupil or member of staff being injured. An investigation will be carried out to determine if on the balance of probabilities, the attack was unprovoked and to ascertain that there are no acceptable mitigating circumstances.

Bullying

- Bullying in any form is not tolerated by our school
- Please see Anti-Bullying Policy for further information

Governing Body's Statement of Behaviour Principles

At Priory Primary School we believe children need a positive and supportive ethos to encourage them to thrive. Our behaviour principles are ones of creating positive relationships between all stake holders in our school community.

Right to feel safe at all times

All young people, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour

Good teaching and learning promotes good behaviour and good behaviour promotes effective learning.

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality

We are an inclusive school, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality Policy will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

School Rules

We believe children should be at the heart of the development of the school rules and these should be reviewed regularly with them

School rules will be detailed in our Behaviour Policy and displayed in all classrooms. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and code and ensure consistent application and expectations across the school day.

Positive Reinforcement

We are committed to intrinsic rather than extrinsic reward systems based on positive praise.

Good behaviour should be modelled by teachers and all adults working within the school, actively encouraging and praising positive, caring behaviour which will help to promote a happy secure school environment

We believe Children within class circle time or School Council meetings, should be given opportunities and openly encouraged to support each other in this process of personal growth, learning and recognising good behaviour

Sanctions

Sanctions for unacceptable/poor behaviour should be known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.

It is important that sanctions are monitored for their proper use, consistency and effective impact.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. Parents will be informed and involved in the preparation of the plan. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

Home School Agreement

The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged to support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.

The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.