

Behaviour and Discipline Policy

Aims of the Behaviour and Discipline Policy

- To create a shared culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To recognise and reward excellent behaviour with reinforcement that gives pupils the opportunity to reflect and recover negative behaviours.
- To help learners to reflect on their behaviour and its impact on others.
- To build a community which values kindness, care, respect and empathy for others.
- To encourage all pupils to be **Ready, Respectful and Safe**.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Behaviour and Discipline Policy

To provide simple, practical procedures for staff and learners that:

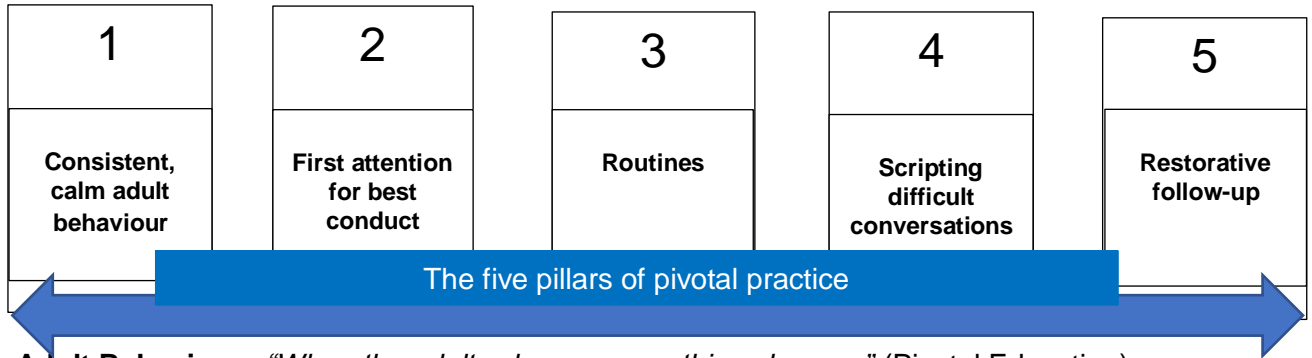
- Promote an environment which is happy, safe and secure.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Perryfields Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Behaviour and Discipline Policy guides staff to teach self-discipline. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and considered interventions which support staff and learners. Our positive learning ethos is reinforced through assemblies and class activities, encouraging all pupils to assess their individual effort and contributions towards achieving this aim.

Perryfields Primary School encourages and expects parents to support their child's learning and to co-operate with school, as set out in the home-school agreement. Collaboration between parents and school staff is encouraged throughout this Behaviour and Discipline Policy. When expectations at home and in school are shared, pupils receive a consistent approach from both home and school. If a child continues to make the wrong choice, parents will be asked to come in and meet with a member of SLT. School uses Class Charts to record the positive affirmation that has been given when correct behaviour choices have been made. This structure supports pupils to learn, to ensure they are making the right choices and to take responsibility for their own actions.

This Behaviour and Discipline policy will always be referred to. However, there may be a need to bypass these published steps in recognition of the severity of a behaviour. If staff believe that unsuitable/unsafe items have been brought into school by pupils, they will check the individuals' belongings and remove any such items.

This policy is based on the **Five Pillars of Pivotal Practice**.



Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations:

- Calm, controlled and regulated emotions.
- Respectful and positive – care about all pupils and be positive at all times.
- Body language and facial expression should be neutral.
- Use 30-second micro-scripts - delivered quietly and maintaining pupil dignity.
- Restorative conversations to repair relationships.

We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**'.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (Recognition boards used in every classroom).
6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are making the wrong choice.

Phase Leaders

Phase leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Phase Leaders will:

- **Meet and greet** learners at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- **Support** staff in returning learners to learning by sitting in on reparation meetings conversations with parents.
- Regularly **celebrate** staff and learners whose efforts go **above and beyond** expectations.
- Encourage use of Class Charts messages, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Class Charts) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Restorative Practice

Perryfields Primary School staff uses Restorative Practice to promote excellent behaviour and resolve unacceptable behaviour in a fair and consistent way. Restorative questions are used to support pupils in understanding the impact of their behaviour on others and things that they might do differently (Appendix 1). Any form of humiliation or sarcasm is not acceptable, as outlined in the Staff Code of Conduct. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed in the Behaviour Consequence Chart (Appendix 2).

Recognition and Rewards for Effort

We recognise and reward learners who go '**over and above**' our standards. At Perryfields Primary School, staff recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Class Charts is an online programme which is used to monitor the behaviour of pupils. Parents are encouraged to engage by logging on to Class Charts, enabling them to have a supportive conversation to celebrate their child's positive behaviour.

Positive rewards include positive messages home for behaviour that is '**over and above**'. This may take the form of a Class Charts message, a positive note home, a phone call or a face to face chat. Children who demonstrate the three core rules will be acknowledged with achieving a positive behaviour point. Other rewards and recognition of achievement include stickers and certificates. A Green Card can also be sent to a member of the SLT when a pupil has excelled in a particular area and the achievement is to be shared.

Praise Assembly

We hold weekly Praise Assemblies, where one child from each class is chosen for demonstrating a specific learning behaviour. The child will have consistently gone “**over and above**” in our school rules and values during the week. Staff can also write a Special Mention for individual pupils who have had a WOW moment during the week. This is read out in the weekly Praise Assembly by the HT/DHT and a Class Chart Positive awarded along with a message sent home.

Hot Chocolate Monday

At the end of each week, teachers will select one child from each class who has gone over and above the expectations that week. Those children will receive an invitation from the Head Teacher to attend ‘Hot Chocolate Monday’ the following week. This is an opportunity for those children who are consistently making the right choices to receive praise, recognition and a treat from the Head Teacher.

Managing Negative Behaviour (Wrong Choices)

Engagement with learning is always our main aim at Perryfields Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, the steps should always be followed with care and consideration, taking individual needs into account where necessary. Staff praise the behaviour they want to see. All learners must be given ‘take up time’ in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating, making use of the agreed stepped sanctions.

Continuous negatives (wrong choices) that impact the learning of other pupils could lead to fixed term sanctions.

Stepped Sanctions

Any pupil causing low-level disruption is reminded and warned about their behaviour choices with reference to our school rules – Ready, Respectful and Safe. This gives the pupil time to reflect upon their next step and carefully consider the choice they make. If disruption continues, staff will refer to the stepped sanctions in the Behaviour Consequence Chart. (Appendix 2). More serious behaviours, or persistent low-level disruption will lead to a pupil missing their playtime or being placed in isolation in another classroom. (Appendix 3)

Low-level and medium-level behaviour is dealt with within the class or phase and appropriate sanctions given. These are recorded on Class Charts to allow parents to discuss their own and the school’s expectations of behaviour with their child. Scripts are used when addressing low-level behaviours, providing a consistency of approach (Appendix 4). A restorative conversation will take place between the staff member and the child following a sanction.

Fixed Term Suspension

If a child seriously breaches the school’s behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. The

period of a fixed term suspension will depend on the nature of the incident and will be decided by the Headteacher.

When a fixed term suspension has been decided:

- Parents will be invited to school to discuss the terms of the fixed term suspension, which will be formalised in a letter and will include details of the incident and what the next steps will be. The suspension is recorded on the pupil's records.
- Work will be set for the pupil to complete at home.
- When the fixed term suspension is completed, there may be a need for reintegration back into the classroom.
- A behaviour contract may be drawn up and agreed by pupil, parents and school. This will contain expectations which, if broken, may lead to further suspension.

Each day is a new day and, where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feel that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). Permanent exclusions are rare and, as such, can be the result of a singular serious breach of the school rules (or this policy) or the culmination of a series of breaches. The decision to permanently exclude a pupil is only made after careful consideration of the circumstances that have led to that point. Governors are included in the decision-making process that may lead to the permanent exclusion of a pupil.

Permanent exclusion is served following consultation with Sandwell's Exclusion Team. Further information is available at:

http://www.sandwell.gov.uk/info/200295/schools_and_learning/531/pupil_exclusions

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND register for social, emotional and mental health issues. A Strengths and Difficulties Questionnaire may be completed to support the identification of particular needs. In these cases, the Head / Inclusion Manager / SLT / Family Link Worker will be involved, as well as Parents/Carers. Strategies already listed will be used, as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service. Staff in school will exercise 'discrete flexibility' in order to meet the needs of individual children.

Reasonable Force

All members of staff are aware of the regulations regarding the use of force, relating to section 550A of the Education Act 1996 and in accordance with the publication 'Use of Reasonable Force in Schools' (Department for Education, 2013). At Perryfields Primary School, named staff are trained the use of specific restraint techniques, such as Team Teach and CPI (Crisis Prevention Intervention). These programmes are

designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Educational Visits / Residentials

This Behaviour Policy also applies to offsite educational visits, including residentials. Classcharts is used to communicate with parents and to recognise both appropriate and inappropriate behaviour and phone calls are made when deemed necessary. Reflection / time out is used as a sanction and restorative conversations are carried out. Extreme behaviours will result in parents being contacted to collect their child – e.g. physical aggression, unsafe behaviour, running off, continuous refusal to follow instructions. There will be no refund for the cost of the visit in this instance.

Appendix 1

At Perryfields Primary School, we build relationships based on mutual respect and trust. Staff are deliberately bothered about all pupils in their care, showing patience, kindness and encouragement at all times. Our expectations are high, as are our beliefs that all learners can succeed in the right environment.

Visible Adult Consistencies:

1. Meet and greet
2. First attention to best conduct.
3. Model our values.
4. Listen.
5. Calm and caring approach.

Rules

Ready

Respectful

Safe

Over and Above

1. Exceeding the school values
2. Consistent effort – striving for excellence
3. Using initiative

The Perryfields Way

1. Smooth transitions
2. Line up in order
3. Wonderful walking
4. Children to be led to and from the playground / hall by an adult

Stepped Sanctions

1. Reminder (3 rules)
2. Caution (outlining behaviour and consequence quietly to the child)
3. 30 second script
4. Move to reflection area (negative given)
5. Re-join class when ready
6. Cool off (time in parallel class – negative given)
7. Repair (restorative conversation)

30 second scripted intervention

- I have noticed that you are... (having trouble getting started, wandering around, playing with apparatus) **right now**.
- **You are not showing our...** (3 rules).
- You have chosen to...
- **Because of that, you need to...** (refer to action to support behaviour, e.g. move to another table, complete learning at another time, stay and talk to me at the end of the lesson).
- **Do you remember when you...?** (refer to previous positive behaviour).
- **That is who I need to see today.**
- **Thank you for listening.**

Restorative Questions

1. What happened?
2. What were you feeling / thinking at the time?
3. What have you thought since?
4. How did your actions make other people feel?
5. Who has been affected and how?
6. What should we do to put things right?
7. If this happened again, how could you do things differently?

Appendix 2 - Sanctions Steps in the Classroom (Low level)

Steps	Actions
1) Redirection / Reminder	<p>Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe - delivered privately wherever possible. Repeat reminders if necessary (flexible discretion). De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p>
2) Caution/Warning	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Give them the chance to engage. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ...make the right choice" "think carefully about your next step". Praise will be given if the learner is able to model good behaviour as a result of the caution.</p>
3) 30 second script	<p>Speak to the pupil privately. Use the 30 second scripted intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... (having trouble getting started, wandering around, shouting out) right now. • At Perryfields we ... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. move to the reflection area) • See me for 2 minutes at the end of the lesson. • Do you remember yesterday/last week when you ... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time. <p>At this point, the behaviour must be recorded on Class Charts, a negative point given (Reflection) and the learner will be informed that they need to move to the reflection table within the classroom. Children will be expected to have a reflective dialogue at the end of the lesson. For serious/ extreme behaviours, a red card (with the class name) should be sent to the office with another child to alert HT / DHT. One of them will come and remove the pupil.</p>
4) Reflection Area (Time in)	<p>Child moves to the reflection area in the classroom. It is time allowed to calm down, breathe and look at the situation from a different perspective and compose themselves.</p>
5) Re-join the lesson	<p>After 5 minutes, offer the chance to re-join the lesson. Give longer take up time if needed.</p>
6) Cool off (Time out)	<p>If behaviour continues, child moves to parallel classroom and is given time to reflect on their choices.</p>

<p>7) Repair – Restorative Conversation (at end of lesson)</p>	<p>5 questions is usually enough from the following:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? <p>Imposition given if needed. (An imposition is additional work that must be completed in their own time to make up for lost learning. This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)</p>
<p>Consequences</p> <p>Communication with parent/ carer</p> <p>A conversation between class teacher and parents/carers.</p> <p>A formal meeting between class teacher, SLT member and parents/carers.</p> <p>Weekly behaviour Meetings</p> <p>Suspension</p>	<p>If a child requires reflection, the teacher / TA must give a negative, informing parents by explaining the reason for reflection.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection, a phone call / conversation with the class teacher is required. This should also be recorded as a note on Class Charts.</p> <p>If a child regularly receives more than 3 reflections in a week, a meeting will be arranged with the class teacher and phase leader (or another SLT member) to discuss the behaviours and possible solutions. Use of a behaviour tracker may be necessary at this point. If so, an individual behaviour plan should also be created.</p> <p>For children whose behaviour still does not improve, there will be weekly monitoring meetings with HT or DHT to discuss their behaviour (during lunchtime).</p> <p>A serious breach may lead to an Isolation Period or a Fixed Term Suspension.</p>
<p>Extreme behaviours</p>	<p>For any instances of serious behaviour, where other pupils are at risk of harm, a red card (with the class name) will be sent to the office with another child to alert HT / DHT.</p> <p>Negative behaviour recorded on Class Charts and shared with parents.</p> <p>Some behaviours may warrant further consequence e.g. Isolation spent in another classroom (with SLT/UPR Teachers)</p>

Appendix 3 - Sanctions Steps in the Playground / Lunchtime (Low level)

Steps	Actions
1) Redirection / Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.
2) Caution/Warning	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Give them the chance to engage. The child has a choice to do the right thing. Children will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ...make the right choice" "think carefully about your next step". Praise will be given if the child is able to model good behaviour as a result of the caution.
3) 30 second script	Speak to the pupil privately. Use the 30 second scripted intervention <ul style="list-style-type: none"> • I have noticed that you are... (not playing safely, becoming angry etc.) right now. • At Perryfields we ... (refer to the 3 school rules – ready, respectful and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to the reflection bench) • See me for 2 minutes at the end of lunchtime. • Do you remember yesterday/last week when you ... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some 'take up' time At this point, the behaviour must be recorded on Class Charts, a negative point given (Reflection) and the learner will be informed that they need to move to the reflection bench on the playground. Children will be expected to have a reflective dialogue at the end of the reflection time. For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break (SLT).
4) Reflection Area (Time in)	Child moves to the reflection bench within the playground. It is time allowed to calm down, breathe and look at the situation from a different perspective and compose themselves.
5) Re-join the playground	After 5 minutes, offer the chance to re-join the playground. Give longer take up time if needed. Make sure a restorative conversation takes place.
6) Cool off (Time out)	If behaviour continues, the child is removed from the playground and taken to Opal classroom. The supervising staff member sends

	another pupil to fetch the SLT member on duty. The child stays with the SLT member until the end of lunchtime when a restorative conversation takes place.
7) Repair – Restorative Conversation	5 questions is usually enough from the following: <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?
Consequences Communication with parent/ carer A conversation between class teacher and parents/carers. A formal meeting between class teacher, SLT member and parents/carers. Weekly behaviour Meetings Suspension	<p>If a child requires reflection, the lunchtime supervisor must give a negative on Class Charts, informing parents by explaining the reason for reflection.</p> <p>If a child has three or more incidents in a week (or regular incidents) requiring reflection, a phone call / conversation with the class teacher is required. This should also be recorded as a note on Class Charts.</p> <p>If a child regularly receives more than 3 reflections in a week, a meeting will be arranged with the class teacher and phase leader (or another SLT member) to discuss the behaviours and possible solutions. Use of a behaviour tracker may be necessary at this point.</p> <p>For children whose behaviour still does not improve, there will be weekly monitoring meetings with HT or DHT to discuss their behaviour (during lunchtime).</p> <p>A serious breach may lead to an Isolation Period or a Fixed Term Suspension.</p>
Extreme behaviours	For any instances of serious behaviour, where other pupils are at risk of harm, the pupil will be brought inside to Opal Classroom. The supervising adult will send another pupil to find the SLT member on duty. The child will remain with the senior leader(s) for the rest of the lunchtime. The next day will be a fresh start, but continued poor behaviour may result in isolation or suspension at lunchtime.

Appendix 4 – Behaviour Consequence Chart

	Behaviour	Consequences	
Ready	<p><u>Low Level</u></p> <ul style="list-style-type: none"> Not managing distractions Not staying in seat during lesson time Intentionally distracting others Running in school Not lining up properly Not ready to learn (e.g. interrupting, shouting out, not listening) Name calling and answering back Inappropriate comments, including commenting on consequences given to others Throwing objects (not at people) Play fighting Refusing to work 	<p><u>See Appendix 2</u></p> <p>Redirection/Reminder</p> <p>↓</p> <p>Caution/Warning</p> <p>↓</p> <p>30-second script</p> <p>↓</p> <p>Classroom reflection (negative – not ready)</p> <p>↓</p> <p>Parallel reflection (negative- disrespectful)</p> <p>↓</p> <p>Restorative conversation</p> <p>(If behaviour continues, move to Medium Level Sanctions)</p> <p>Refusal to go to reflection – 1 negative</p> <p>Refusal to go to parallel class – 2 negatives</p> <p>Continued refusal = Red card</p>	Class-teacher / adult present
Respectful	<p><u>Medium Level</u></p> <ul style="list-style-type: none"> Refusing to accept consequences Damaging / destroying other people’s work Disrespectful speech and actions Damaging objects around school Ignoring staff instructions Threatening other children Swearing / using offensive language Stealing Bullying 	<p>Instant negative (1 for not ready, 2 for disrespectful, 3 for unsafe) and miss 5 mins of break / lunch (restorative conversation)</p> <p>↓</p> <p>(Adapt 30-second script – “You have broken X rule, so I need you to stay at break time.”)</p> <p>Continued defiance / rudeness leads to reflection with a phase leader / SLT member / in another year group (class teacher to make this decision)</p> <p>Y1 to Y2, Y2 to Y1, Y3 to Y5, Y5 to Y3, Y4 to Y6, Y6 to Y4, with work</p> <p>Refusal to go to reflection – 1 negative</p> <p>Refusal to go to parallel class – 2 negatives</p> <p>Refusal to go to another year group – 3 negatives</p> <p>Continued refusal = Red card</p>	Class teacher / Phase leader
Safe	<p><u>High Level</u></p> <ul style="list-style-type: none"> Making ourselves and others unsafe Repeatedly leaving class without permission Racist behaviour Deliberate physical assault on another child, including fighting Physical aggression towards an adult Threatening an adult Leaving the school building without permission Kicking, punching, thumping (etc) objects around school; e.g. walls, furniture Damaging property Repeated defiance towards an adult. 	<p>Red card</p> <p>↓</p> <p>SLT member attends</p> <p>↓</p> <p>Isolation with SLT member (not in classroom)</p> <p>↓</p> <p>Isolation may be based in Opal, DHT or HT office, depending on the incident, age, etc.</p> <p>↓</p> <p>Fixed term suspension (specialist support sought – PPE, Preventative Placement in PRU etc)</p> <p>Isolation with SLT 4 negatives</p>	HT / DHT / Phase leader