



Pudsey Primrose Hill Primary School

Behaviour Policy

Introduction

Teachers have a statutory duty to ensure good behaviour and discipline in school. A clear behaviour policy, consistently and fairly applied, underpins good behaviour. This policy has been written in consultation with pupils, staff, governors and parents. It has been amended to take account of changing legislation and government guidelines. *'Behaviour and Discipline in Schools (2016)*. The policy should be read in conjunction with Appendices A, B and C which are included on page 8.

At Primrose Hill we are proud of our pupils' excellent behaviour. We always seek ways to raise our expectations and reach even higher standards.

The behaviour of children in school is influenced by the daily, smooth running of the school and how school relates to the community it serves. It is the combination of all these factors which give our school its character and identity. It is a happy, orderly and successful school that enjoys working and learning both with and within the community.

At Primrose Hill, teaching and learning is about far more than knowledge and skills, promoting responsible behaviour and self-discipline and the values on which they are based is essential for our school. Creating a school climate which values all cultures, particularly those represented in it, also helps to promote a sense of community within the school. Assemblies, R.E. and personal and social education are ways of encouraging values of respect, self-discipline and social responsibility, and help to establish and reinforce good behaviour.

Children need to discover what boundaries of acceptable behaviour are and it is only natural that they will test, and sometimes challenge them. It is, therefore, important that the boundaries of acceptable behaviour are clearly stated for everyone concerned.

Behaviour management has to be a whole school approach with everyone working together to ensure that the school's code of conduct and values reinforce one another. Mutual respect should permeate every aspect of school life.

If staff, governors, parents and pupils have a shared general commitment to the school, this can help to

create a positive atmosphere based on a sense of community and shared values. These are all important factors for promoting good behaviour.

Peer on Peer Abuse

All staff are aware that children can abuse other children. This may happen both inside and outside of school premises, as well as online. Staff should engage with training and development opportunities that aim to help school staff identify indicators of peer on peer abuse and how to respond and report it appropriately.

All staff must understand the importance of challenging inappropriate behaviour amongst peers.

Downplaying certain behaviour, for example – dismissing certain behaviours as “banter” or “having a laugh” can lead to a culture of unacceptable, unchallenged behaviours which is an unsafe environment for children.

Peer on peer abuse is mostly likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based, and discriminatory bullying);
- Abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person’s clothing without their permissions, with the intention of viewing their genital or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

How to Establish Good Practice

As a school we aim for high standards in all aspects of school life which includes extra-curricular activities.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

At Pudsey Primrose Hill Primary School, all adults:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all;
- Show appreciation of the efforts and contribution of all.

- Engage with training and development opportunities offered by the school to developing their understanding and practice.

Respect

- Good examples are set by us every day, as we, (parents, governors, staff and children) all have positive contributions to make.
- It is extremely important to give and receive respect and to treat each person as an individual, e.g. to speak to each other as we would want to be spoken to. This promotes good self-esteem.

Behaviour

At Primrose Hill we believe in the use of positive praise as a key motivational tool and as a very effective means to raise pupil self-esteem.

- Good behaviour is noticed and encouraged by positive comments and praise.
- Children learn in a happy and safe environment and one that actively promotes trust. They need to be trusted to carry out tasks sensibly and to know that they are responsible for their own actions.
- Rules are applied, fairly, firmly and consistently.
- Sanctions are applied fairly, consistently and firmly and are proportionate to the behaviour.

Learning/Completion of Work

- Teaching should inspire children to want to learn and to complete their best work.
- In lessons we set realistic goals, encourage children to work hard and ensure that success is achievable for all. Children need to understand the lesson objective, the next step of their learning and to be challenged.
- Children should take a pride in the presentation of their work and will be praised for their efforts in presenting work to their highest standard.
- When work produced is poorly attempted, not completed or 'spoiled' the child will be expected to re-do their work as part of a 'detention' during the school day. This may be during a child's recreation time.

Around School

All informal contact between adults and children contributes to standards of behaviour. As adults in school we should respect and show courtesy and kindness to everyone at all times Teachers should take the initiative at every opportunity to:

- Greet children.
- Provide high levels of supervision
- Deal with misbehaviour - to ignore is to condone it.
- Set high standards of speech, manner and dress.
- Be approachable, show compassion and understanding and deal with issues fairly.
- Most important - enjoy relating to pupils.

Respect and Pride in the School Environment

- Maintain high quality of tidiness and cleanliness in surroundings / in general spaces and classrooms.
- Insist on clean, tidy classroom / cloakroom.
- Litter, damage and graffiti are unacceptable. Encourage pride in the school.

- Teach tidiness and encourage it.
- Always check resources and equipment have been put back properly in the right places.
- Only allow pupils to return equipment independently and without adult supervision when appropriate to do so.
- Report and remove any damaged equipment / resources.
- Displays should be fresh, attractive and completed with care.
- Work surfaces should be well organised.

In the Classroom

Classroom management has an enormous influence on children's behaviour. The classroom environment gives clear messages to children about the extent to which they and their efforts are valued.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Overall the classroom should provide a welcoming environment.

Teaching methods should encourage positive feelings, enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

All staff should:

- Discuss class rules and standards at the beginning of each academic year so the class are clear of expectations, and re-visit as often as required.
- Know children as individuals.
- Plan and organise classroom to minimise disruption.
- Plan grouping of pupils.
- Match work to pupils' abilities.
- Be flexible in your approach.
- Mark all work promptly and constructively.
- Allow sensible freedom of movement in the classroom.
- Encourage creative discussion.
- Create opportunities for giving children appropriate responsibilities.
- Build children's confidence and self-esteem.
- Ensure the classroom is an attractive environment for learning.
- Deal calmly and firmly with inappropriate behaviour.
- Use non-verbal communication as well as your voice to reinforce expectations or affirm the desired behaviour.
- Emphasise the positive good behaviour as well as good work.
- Be enthusiastic and use humour to create a positive classroom atmosphere.
- Start and finish all teaching sessions on time.

As Adults in School, You Should Not:

- Stereotype children.

- Humiliate a child.
- Over-react to a problem. Over-reacting to minor incidents can increase confrontation with individuals and whole class.
- Punish the whole class. No child should be punished for something he or she has not done. Those children who have been unfairly punished will resent it.
- Over-use a child's name when reprimanding their behaviour.
- Leave or send a child outside the classroom. This does not solve the problem, but only exacerbates it. (Seek help if you need it.)

Do All You Can To:

- Keep calm – It reduces tension.
- Listen – It earns respect.
- Be positive and build relationships.
- Know your pupils as individuals.
- Carry out any sanctions you have to make.
- Be consistent.

How to Maintain Good Behaviour

- Apply our code of conduct consistently.
- Motivate, recognise and praise good behaviour.
- Tackle inappropriate behaviour consistently and promptly both in the classroom and around school.
- Follow all agreed procedures.
- Follow up problems to their conclusion.
- Seek help if you need it! If you cannot resolve a problem, refer it to one of the Senior Leadership Team or Headteacher. Make sure it is pursued to a satisfactory conclusion

Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. For some pupils, very small steps can require enormous effort. These small steps are equally deserving of praise and reward.

We use a range of positive reward systems that include:

- Special mention to class / other staff / Leadership Team / Headteacher.
- Stickers / certificates.
- Teachers' Awards given out in assembly.
- Class reward jars / stars/ charts/ merits etc.
- Extra playtime.
- Reward Time
- House points and House Team rewards

Sanctions and Punishments

Problems will arise. It is normal for children to test the boundaries of acceptable behaviour. Success depends on how the problem is dealt with. Although rewards are central to the encouragement of good behaviour,

realistically there is a need for sanctions to register the disapproval of unacceptable behaviour, to protect the security and stability of the school community and to provide opportunities for pupils to reflect on their own behaviour as a means of understanding the effect on others or on school resources. These sanctions may be applied for unacceptable behaviour in school and to and from school.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- The sanction must be viewed as a punishment by the child.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- As adults we must listen carefully, establish facts and judge only when certain.
- It is important to use sanctions sparingly. Removal of privileges is the most effective strategy.
- Staff should ensure 'behaviour slips' / warnings are given in line with the school policy.
- Ensure time is given for children to reflect on their behaviour and the impact it has had on others.
- If work is unsatisfactory then pupils should be made to re-present their work (making sure you take into account children's capabilities)
- Adults should refer any concerns they have regarding a child's behaviour to Phase Leaders and, if appropriate to the SENCo, DHT or HT.
- For serious or persistent unacceptable behaviour, then parents will be notified and invited to discuss the problem.
- Records should be kept by class teachers and uploaded onto Safeguard, including a brief summary of action taken.
- No child will be excluded from a curriculum lesson e.g. P.E., swimming, for unacceptable behaviour without the consent of the Headteacher.
- If the child is unable to behave appropriately out of school and a risk assessment indicates that there is a safety issue, then he / she may be excluded from school trips. This should only be done with the consent of the Headteacher.
- Exclusion of a child from school would only be used as a very last resort after full consultation had taken place with the governing body / parents.
- In the case of the sixth day of exclusion (first day in the case of looked after children) pupils would be educated off site at the 'Meadow' at Swinnow Primary School.

Sanctions Hierarchy

The following is the defined set of sanctions that are understood by children and staff.

- 'The look'.
- A reminder about expectations / behaviour.
- A clear and calm warning and explanation of why the warning has been given and a further reminder of the desired behaviour.
- Moving your name on the 'behaviour chart'
- Child is moved to another place in class.
- Child is accompanied to another class to complete their work
- Child is sent to the Phase Leader.
- Child is sent to the Key Stage Leader
- Child is sent to Deputy / Headteacher.
- Parents contacted by letter or phone.

- Parents are requested to come into school to speak with the Headteacher
- Depending on the nature of the behaviour a behaviour slip will be issued and an opportunity to complete a reflection task. These completed reflection sheets are copied and kept in a child's file. A copy is sent home to parents which should be signed and returned.

Sanctions may also include any of the following, depending on the nature of the child's behaviour

- Verbal reprimand by class teacher, senior staff, the Headteacher.
- Missing a playtime or lunchtime
- Re-doing work if the initial work was unacceptable or not completed
- 'Reporting' to senior staff at key intervals determined by the Headteacher
- Apologising in person or in writing to the person the behaviour has affected.
- Missing out on 'treats' or privileges.
- Working away from the rest of the class for a specified amount of time.
- Repairing or cleaning areas where damage has been caused by the pupil's behaviour.
- As a last resort, fixed term or permanent exclusion will be considered.

Code of Conduct for Pupils

Everyone will act with courtesy and consideration to others at all times:

- In the classroom.
- In the playground.
- In and around school.
- To and from school.

Each class has its own class contract/ set of rules agreed by the teacher and children at the beginning of the year (The Classroom Promise) which is clearly displayed in classes.

The following are ways that pupils can help:

- Make it as easy as possible for the teacher to teach and for everyone to learn.
- Listen carefully when the teacher is speaking to you.
- Follow instructions carefully.
- Help each other when it is appropriate.
- Be sensible at all times.
- Move sensibly and quietly about the school. (*Walking feet on the left, locked lips*).
- Be ready to help by opening doors.
- Stand back to help people pass.
- Help to carry things if necessary.
- Keep to the left when moving in corridors or up and down staircases.
- Never overtake if it is necessary to walk in a line.
- Speak politely to everyone. This means not saying unkind remarks to each other.
- Be silent when you are required to be.
- Keep the school clean and tidy so that it is a welcoming place that we can all be proud of.
- Put litter in the bins provided.
- Keep walls, furniture and equipment clean and unmarked.

- Take great care of displays in classrooms and around school
- Respect other people. Bullying, fighting, name calling, verbal abuse or being unkind to each other is unacceptable behaviour, will not be tolerated and will be dealt with using a range of sanctions depending on the seriousness of the behaviour.
- Respect other people's work.
- Do not bring items into school that are 'banned' e.g. sweets, mobile phones or other internet capable devices, sharp items or jewellery. (School staff will confiscate any of these items until they can be collected by a parent)

Out of School

The school's reputation depends on the way you behave both in and out of school. This means that when you are travelling to and from school, or going on a visit out of school in a class group that you must behave in a sensible manner. School staff have the authority to implement sanctions for pupils misbehaving out of school in line with the school's hierarchy of sanctions and depending on the seriousness of the behaviour.

The School Council

The School Council act as ambassadors for our school. Two children are elected from each class (Year 1 to Year 6). They meet with members of staff to discuss issues and new initiatives. Council meetings help children develop an understanding of their ability to create positive change by:

- Involving pupils in decision making.
- Respecting pupils as partners in their own education, making a positive contribution to the school environment and ethos.
- Children listen to each other and recognize their own right to be heard.
- Children learn self-confidence, social skills and morally responsible behaviour towards each other and staff.
- They involve the whole school community in developing and maintaining shared standards of behaviour.

Legislation

This policy complies with the school's duty to safeguarding the wellbeing of children and ensure provision for children with special educational needs and disabilities, as set out in the Equality Act 2010.

Pudsey Primrose Hill Primary School acknowledges that some children may require a differentiated approach to manage their behaviour. We have made every effort to ensure that this policy does not discriminate or disproportionately affect protected groups of people.

This policy has been written in compliance with:

- The Equality Act 2010;
- School and Standards Framework Act 1998;
- Education and Inspections Act 2006;
- School Information (England) Regulations 2008;
- Education Act 2011;
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

Please refer also to the following policies for additional information:

- Code of conduct for behaviour.
- Governor's behaviour principles.
- Action against Bullying Policy.
- Care and Control Policy (Use of reasonable force).
- Equality Policy.
- SEN Policy /Inclusion Statement.
- E-Safety Policy.
- Behaviour and Discipline in Schools – A guide for Headteachers – DfE 2016.

Please Read Appendices A, B and C below for further clarification

This policy will be reviewed in line with changing national or local priorities and /or changes in statutory guidance. Any amendments will be discussed at a meeting of the full Governing Body.

Appendix A – Safeguarding

1. If a child's continued unacceptable behaviour or concerning emotional behaviour gives school cause to expect that a child is suffering from, or is at risk of suffering harm then the school's safeguarding procedures will be followed.
2. If school, consider that a child's ongoing behaviour difficulties are as a result of un-met educational or emotional needs then a multi-agency meeting or Early Help Plan may be arranged.

Appendix B – Behaviour outside of school

1. School may deal with discipline issues for outside of school if it poses a threat to another pupil or a member of the public or if it brings the school's reputation into disrepute. Appropriate school sanctions will be used and a child's parent will be informed.
2. Parents will be informed if a complaint has been made about their child's unacceptable use of social media.

Appendix C – Banned items

1. Mobile phones and other internet capable devices should not be brought into unless there is a pre-arranged agreement with the Headteacher. On these occasions the phone should be locked in the school office before the start of the school day (prior to entering into the school playground) and collected after the end of the school day.
2. Mobile phones and other internet capable devices brought into school without permission will be confiscated by school staff, locked in the school office until a parent can collect the item.
3. School reserve the right to search, without permission, if staff believe that a child has a mobile phone or other internet capable device in their possession.
4. Any sharp item or implement is banned from school and will be confiscated. School reserve the right to search, without permission, if staff believe that a child has a dangerous or sharp implement their possession.
5. Sweets (including cough sweets, lozenges etc) fizzy drinks and glass bottles are not allowed in school and will be confiscated if brought into school.
6. Jewellery (with the exception of small stud earrings and a watch) is not allowed in school and will be confiscated until a parent can collect if brought into school.

**This Behaviour Policy was adopted by Pudsey Primrose Hill Primary School on
31/01/2019**

Chair of Governors – Mr G Gibson		
Signature:		Mr G Gibson
Frequency of review:	2 years	
To be reviewed and approved by:	PPHPS Full Board	
Date of next review:	January 2027	

REVIEW RECORD

Date of review	Reason for review	Date of next review
01/12/2020	Agreed review schedule.	December 2022

Name:		Signature:	
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review
07/02/2023	Addition of child-on-child abuse guidance and updated legislation based on Keeping Children Safe in Education 2022.	February 2025

Name:		Signature:	
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review
28/01/2025	Agreed review schedule.	January 2027

Name:		Signature:	
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on behalf of PPHPS Full Board