



## **Behaviour for learning policy**

At Pennyhill Primary School we maintain a positive atmosphere in which every child and adult is respected and valued. It is through this that we enable all children to enjoy school life and achieve their potential.

Behaviour is managed most successfully when the staff use positive strategies to reinforce appropriate behaviour and marginalise the behaviour that is inappropriate. As a school we feel that encouragement always works better than punishment. However, we accept that there are times when sanctions are needed.

We have high expectations of behaviour as this develops respect, responsibility and relationships. We believe that:

- From the very beginning of school life, pupils' independence and self-regulation are fostered through a safe, secure environment.
- All children should have a suitable working environment in which respect is shared by staff and pupils alike.
- Children walk sensibly and quietly whilst in the school; creating a safe, welcoming, purposeful place to be.
- The noise level in classrooms is appropriate to the task in hand. Pupils are not allowed to disrupt the learning of others and any such behaviour is dealt with promptly.
- Pupils develop self-control and learn about managing their emotions through curriculum work. Children are given strategies to deal with aggression and to take responsibility for their actions.

At Pennyhill we expect

- All members of our school community to show respect for all adults and children, the school and school property
- Visitors are treated with respect and we also set the same expectations of behaviour during extra-curricular activities and school residential trips
- All members of our school community accept responsibility for maintaining excellent behaviour throughout the school. Expectations of behaviour and rules are shared with all pupils at the beginning of each school year. These are revisited regularly during PSHE lessons and assemblies.

### **School rules**

Our aims and expectations are reinforced through the school rules

#### **Pennyhill School Rules**

We treat everyone and everything with respect  
We participate and always try our best  
We always follow instructions  
We move sensibly and calmly around school  
We keep our hands and feet to ourselves



## **Rewards**

At Pennyhill we believe in praising and rewarding good behaviour in a variety of ways:

*Verbal praise* - children are praised verbally by all adults for good work, positive behaviour and showing an understanding of the school rules and ethos

*Stickers*- are given by adults for good work, positive behaviour and showing an understanding of the school rules and ethos

*Zone boards (rewards)* - each classroom contains a zone board with the names of all the children in the class displayed. The expectation is that every child should be on green. It's 'good to be green, special to be silver and great to be gold.' Children who are green, silver or gold every day get a chance to go into the weekly 'privilege draw' where they get to choose a privilege, of no monetary value eg wearing slippers in class or sitting next to a child of their choice. Their photo is posted in the class 'Evergreen book' to recognise the children who are always complying with the school rules and ethos. If a child is moved to silver they also receive a sticker. If a child is moved to gold they receive a sticker and a raffle ticket for a special prize which is drawn in the weekly celebration assembly.

*Sending to another member of staff*- children may be sent to other members of staff to show them their good work.

*Pupil of the week recognition*- every week the class teacher chooses a child whose work or behaviour deserves recognition in the celebration assembly. The child then receives a certificate to take home and it is recognised on the weekly newsletter.

*Marvellous Me* - badges are sent directly to parents for special achievements or positive behaviours

*Team points* - we have four colour teams and the children earn team points for good work and positive behaviour. Team points are counted up every week. At the end of each half term the winning team, in each year group, receives extra playtime.

*Golden coins*- are handed out by the Senior Leadership Team when they notice good behaviour eg a class walking along the corridor sensibly and quietly or any other behaviours which promote our aims and expectations. Every half term the class who has the most coins receive an additional break during the day.

*Achievement certificates* – children may receive a 'surprise' certificate. These are chosen termly by teachers. Parents are invited to attend and watch their children receive their certificate (dependant on School Covid risk assessment at the time)

## **Behaviour and associated sanctions**

We make use of a 'zone board' in Pennyhill. If a child displays inappropriate behaviour in the class, they are given a warning before being moved down to amber. They are reminded that they are expected to follow the rules and that failure to do so may result in moving to red on the Zone Board. Their positive behaviour can be overtly praised and if their behaviour improves, they may be moved back to the green area. However, if unwanted behaviour persists, the child is then moved to the red area of the Zone Board. If a child ends the day on red, their parents are informed of their behaviour.

### **Stage 1- Low level behaviour**



Behaviour within this category will be dealt with by the teacher, using an appropriate consequence from this table. The teacher ensures they communicate with parents. Staff are encouraged to use their professional judgement to decide which consequence is the most appropriate.

Behaviour	Possible sanctions
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Being disrespectful</li> <li>• Failure to move sensibly and calmly around school</li> <li>• Failure to follow simple instructions</li> <li>• Poor display of common courtesies</li> <li>• Inappropriate play</li> </ul>	<p>Verbal warning</p> <p>Moving down the zone board</p> <p>Move to an isolation table within the classroom in order to complete their work</p> <p>Time owing (as appropriate) with the Teacher during break/lunchtime</p> <p>Loss of playground time at break/lunchtime</p>

### Stage 2 - Mid level behaviour

Behaviour at this level will be referred to an AHT by the teacher. The AHT will use their professional judgment to decide on an appropriate sanction from the table below. An incident report is completed and given to the AHT who will then decide on appropriate sanctions needed. These reports will be monitored, and further support provided for children if required.

Behaviour	Possible sanctions
<ul style="list-style-type: none"> <li>• Wilful damage to property</li> <li>• Consistent low-level behaviour</li> <li>• Extreme low-level behaviour within one day</li> <li>• Physical contact with intent to hurt</li> <li>• Bullying</li> <li>• Disrespectful behaviour with intent to cause harm</li> </ul>	<p>Removal from the class by AHT/DHT to complete appropriate work in isolation from their year group for one session of the day</p> <p>Child to repeat unsatisfactory work or complete extra work</p> <p>Time in detention</p>



	<p>Communication with parents (verbal communications followed up in writing)</p> <p>Referral to the SENCo for advice/ guidance/ an appropriate programme of work or support</p> <p>Referral to Inclusion Support as organised by the SENCo</p>
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### Stage 3 – High behaviour concerns

The AHTs will continue to be involved in the management of children within this stage but it will also be escalated to the DHT. They will ensure the Headteacher is made aware of behaviour which is reaching this level. Staff will work closely with parents and children to ensure strategies are used which prevent the behaviour escalating to fixed term exclusions.

Behaviour	Possible sanctions
<ul style="list-style-type: none"> <li>• Reaching stage two on a *regular basis (*three times a week)</li> <li>• Open defiance of instructions</li> <li>• Verbal aggression</li> <li>• Sexual Harassment and sexual violence</li> <li>• Harassment</li> </ul>	<p>AHT, and/or SENCo to meet with parents to discuss and implement a plan for improved behaviour</p> <p>Possible internal exclusion for a period of between 1 and 2 days</p> <p>SENCo work with staff and child to implement plan to meet SEMH needs</p> <p>Referral through Single Point of Access for further support if required</p> <p>Referral to the Inclusion Support for external advice and support</p> <p>Referral to CAMHS</p>

### Stage 4- Severe behaviour concerns

Whilst we work hard with parents and children to avoid external exclusions, and decisions to exclude children are not made lightly, there could be times when it is appropriate to exclude a child in order to keep all children and staff safe and to ensure that all children can learn in a safe and secure environment. Decisions regarding exclusion will always be made by the Headteacher or the Deputy Head.



Behaviour	Possible sanctions
<ul style="list-style-type: none"><li>• Reaching stage three on a regular basis</li><li>• Severe physical/verbal abuse/assault</li><li>• Serious theft</li><li>• Possession of a weapon</li><li>• Persistent disruption to learning</li></ul>	<p>External, fixed term, exclusion for a fixed period of between 1 and 5 days</p> <p>Permanent exclusion</p>

### **Inclusion**

Reasonable adjustments will be made to allow all children to have access to this policy. The SENCo will be involved with children who have learning difficulties or particular social, emotional and mental health needs; advice and support will be given to the class teacher and the Leadership Team. Outside agencies may also become involved with these children.

### **The curriculum**

Well planned lessons and appropriate learning environments are crucial to good behaviour and positive relationships. Active involvement in learning is a key issue to support the children in demonstrating positive behaviour. PSHE lessons/assemblies will be planned throughout the school and will focus on particular issues when the need arises.

### **Lunchtimes**

The lunchtime supervisors will use positive behaviour management strategies in order to mirror how staff manage behaviour within the classrooms. Any difficulties with behaviour at lunchtime are dealt with by the lunchtime staff and/or the SLT on duty.

### **Roles and responsibilities**

It is essential that all members of our community are aware of their roles in promoting and maintaining good behaviour and positive relationships.

#### The role of the pupil

Pupils are encouraged to manage their own behaviour and understand that there are right and wrong choices. It is extremely important to educate the whole child and by giving them responsibility and encouraging self-regulation, we are preparing them as citizens of tomorrow. Pupils should understand that disliking behaviour and attitudes is separate from disliking individuals and that the implementation of sanctions does not mean that the pupil is disliked, merely the behaviour. We encourage our pupils to take responsibility for their own learning and to discuss their targets and expectations with their teachers. We give older pupils the opportunities to act as good role models.

#### The role of the teacher (and other adults in the classroom)

Our pupils have the right to expect a calm working environment in which to pursue their learning. Teachers need to promote good, respectful behaviour and deal consistently with any inappropriate behaviour in line with the policy. It is essential teachers get to know the children as individuals and to understand them well. It is their responsibility to maintain an organised and interesting environment where pupils are praised regularly for positive behaviour and effort. Teachers are expected to involve the pupils in setting targets and expectations for the class and for individuals. If a child is known to display challenging behaviour the teacher will pre-empt and avoid triggers wherever possible. Teachers should communicate with the SENCo to get advice and support if needed. They will also use de-escalation strategies in order to retain a positive learning environment. De-escalation strategies include approaching the child in a calm manner, maintaining a calm tone



of voice (not shouting or verbally threatening) awareness of self, body stance, eye contact and personal safety. Physical intervention is only used as a last resort when all other identified measures have failed.

#### The role of the parent

We are fully aware of the vital role parents have in promoting good behaviour in our pupils. All parents must understand that appropriate behaviour in the classroom is essential for the raising of pupil standards and attainment. Parents are encouraged to come in and discuss any issues with the teaching staff.

We ask our parents to support the school by encouraging pupils to develop attitudes of self-respect, self-regulation and honesty. They should monitor use of social media and be aware of what children are doing online. Some children might need additional support to manage their behaviour more effectively, where this is the case parents are expected to support the school in devising and implementing additional individual plans and targets. Parents' can access support through Early Help and school can help with this process. School can also signpost parents to other avenues of support they may require.

#### The role of the SLT

It is the role of the Head Teacher to ensure the health and safety of every child in their care and to implement the school policy consistently. Particular patterns of behaviour are noted and reported to the Governing Body. Whilst we work hard with parents and children to avoid external exclusions and decisions to exclude children are not taken lightly, the Headteacher or Deputy Headteacher may exclude a child in order to keep all children and staff safe and ensure that all children can learn in a safe and secure environment.

#### The role of the Governors

The Governors support the Headteacher in implementing the policy and being aware of its effectiveness.

Date of policy implementation September 2021

Revisited: December 2021



## Behaviour policy: coronavirus addendum after full return to school.

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### 1. Scope

This addendum applies until further notice.

It sets out changes and exceptions to our behaviour for learning policy. Pupils, parents and staff should continue to follow our behavior for learning policy with respect to anything not covered in this addendum.

We may need to amend or add to this addendum as circumstances or official guidance changes. We will communicate any changes to staff, parents and pupils.

### 2. Expectations for pupils in school

#### 2.1 New rules

When pupils are in school, we expect them to follow all of the rules set out below to keep themselves and the rest of the school community safe.

Staff will be familiar with these rules and make sure they are followed consistently.

Parents should also read the rules and ensure that their children follow the new procedures that have been put in place. Parents should school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them to integrate back into school life.

Adjusted expectations:

- Hygiene, such as handwashing and sanitising will take place regularly throughout the school day
- The majority of children will remain in their class bubbles throughout the day. Some children will be in year group bubbles (for example Year 1 incorporating phonic groups).
- Children will be expected to walk along the left hand side of corridors
- Children will be taught to 'catch it, bin it, kill it'. Tissues and disposal bins will be available in classrooms
- Children will be taught to tell an adult if they are feeling unwell
- Children are not to cough or spit at or towards any other person

#### 2.2 Rewards and sanctions for following rules

To help encourage pupils to follow the above rules, we will: reward children using our reward system as set out in our behaviour for learning policy

However, if pupils purposefully fail to follow these rules, we will: use our sanctions as per the behaviour for learning policy.



Should children accidentally break these rules, they will be verbally reminded about the correct way to behave to keep themselves and everyone safe.

### **3. Expectations for pupils at home**

#### **3.1 Remote learning rules**

If pupils are not in school, we expect them to follow all of the rules set out below.

Parents should also read the rules and ensure their children follow them. Parents should contact school if they think their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them and support them with their learning.

Expectations:

- Children will complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Use proper online conduct.

#### **3.2 Dealing with problems**

If there are any problems with pupils adhering to rules around remote learning, including if they don't engage with the remote learning set for them, we will: contact parents as soon as possible, either by phone, email or text and arrange a mutually convenient time to discuss the matter arising.

### **4. Monitoring arrangements**

We will review this policy as guidance from the local authority or Department for Education is updated.

### **5. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding and Child protection policy 2020
- Health and safety policy
- Code of conduct
- Code of safer working practice