



Priestley Primary School

Behaviour Policy

2022-2023

'Placing learning at the heart of everything we do'



Philosophy

At Priestley Primary School we believe that:

'Education is not just about imparting factual knowledge. It is a broad brief that should encompass cultural understanding, social learning and development of empathy and compassion. The goal should not just be about creating competent workers but rounded individuals.'

Sir Ken Robinson

Principles

Our children are at the heart of the day to day running at Priestley Primary School. We strongly believe that our children have:

- The right to learn
- The right to feel safe
- The right to be respected

Children are nurtured to have high expectations for themselves. Through hard work and effort, they can become high achievers. Staff have a responsibility to support and guide children to make the right choices. The Headteacher and SMT will support all staff in routinely applying behavioural expectations across the school. All parent/carers need to encourage their children to show respect and support the school's visions and values.

At Priestley Primary School we set out to focus on the spiritual, cultural, mental and physical development of the children. This policy will reflect how the positive ethos of the school will be supported, maintained and developed by valuing the principles that the school desires to develop both within the school itself, and also in the wider community beyond the school – honesty, respect for property, trust and fairness, self-respect and self-discipline.

At Priestley Primary School we know that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment in the school by encouraging:

- Respect for others.
- Self-discipline.
- Consideration for others.
- Helping others and receiving help.
- Relations and working in groups and teams, co-operation and competition.
- Understanding another's point of view and the principles that underlie it.
- Recognising and assessing the effects of, and implication of one's own and others' actions.
- Handling and resolving conflicts, negotiation, assertiveness.
- Managing negative emotions.

Positive relationships at Priestley are central to the well-being of both our children and teachers, contributing to an effective learning environment. The culture and ethos of the school is based around 'Respect for All'.

- Respecting people
- Respecting property
- Respecting learning

Respecting one another allows Priestley Primary School staff to understand the part they play is significant; in the formal and informal education of our children and their personal well-being. We believe this will lead to more individual success as children feel safe and protected within our environment. It is respect that opens space for the development of trust and learning. This is driven through the school's vision and values which are embedded within all our inclusion systems.

Encouraging and supporting our children to be resilient allows them to achieve better outcomes; educationally, socially and emotionally.

Rewarding and praise encourages positive behaviour and recognises our children's successes.

Valuing our strong partnership with our parent/carers and the wider community is paramount. We believe that a strong ethos of achievement and good behaviour comes from all parties working together within a clear framework. Our key aim is to empower our children to take ownership of their behaviour.

We ensure that any interventions are personalised and we use reflection and restorative approaches to achieve this.

Rewards are utilised as a clear incentive to encourage our children to behave. They reinforce desired behaviours to ensure that they are developed and embedded.

Our behaviour policy is underpinned by our Priestley values which we vigorously embody in all that we do. We want our children to take on challenges and make mistakes, as this is part of their learning journey. We place emphasis on how our children speak and act towards one another and the impact that this has on themselves and others.

Procedures

The children have agreed a set of criteria that primarily reflects good learning practice but also reflects the agreed behaviour Priestley children expect of each other in the classrooms. These expectations are tied to a character called Spikey; Spikey is a model Priestley Team Member that all children aspire to. To learn like Spikey the children have decided upon the criteria.

RESPECT FOR ALL

- Co-operate
- Give it a go
- Share great ideas
- Stay focused
- Think things through
- Take responsibility



These criteria are displayed in each classroom and at strategic points around the school and result in the children enjoying 25 minutes of "WOW" time on "WOW Wednesday." Activities chosen by the children will take place across partner classes. At Priestley we believe to achieve like Spikey you must try to display the following characteristics in your attitude to learning:



- Drive
- Determination
- Discipline
- Adaptability
- Competitiveness
- Time management
- Emotional maturity
- Focus
- Self-confidence
- Commitment

Children who are unable to follow the Spikey behaviours will work through the agreed sanctions (see below) before losing an agreed amount of "WOW" time – 5 minutes per red card in KS1 & KS2 – up to a maximum of 25 minutes. This will be recorded weekly on our Spikey behaviour charts, kept in our class behaviour folders. These charts will be monitored.

Where children demonstrate persistent poor behaviour choices, an Individual Behaviour Plan (IBP) will be agreed with the pupil, parent/s, class teacher and a senior member of staff. A set of agreed behaviour targets will be put in place & recorded/ monitored on a daily basis for an agreed period of time. There will be an expectation that the class teacher & parent meet at an agreed timescale during the running of the IBP to share the progress of the child against the agreed targets. Each IBP will be overseen by the nominated member of the senior management.

Rewards

To encourage children to keep to the school rules and show good attitudes in their learning and positive behaviour choices, we have a variety of rewards given:

- Verbal praise, written comments or stickers.
- Children are awarded with Spikey stickers for demonstrating our Spikey values in their behaviour and their learning. Staff members will ask the children they see who are wearing a Spikey sticker what they received the Spikey Sticker for, to pass on the praise.
- A Celebration Book is kept in the Headteacher's Office where names are entered to reward/ acknowledge good attitudes in their learning, work and positive behaviour choices.
- A Spikey Note will be sent home by the class teacher for persistent good learning behaviours.
- A Post-card from the head teacher will be sent home for outstanding learning behaviours.

- 9 certificates increasing in value given for minimum of 25 Spikey Points and presented in Celebration Assembly.

- Merit certificate for 25 Spikey points,
- Bronze for 50 Spikey points,
- Silver for 75 Spikey points,
- Gold for 100 Spikey points,
- Platinum for 125 Spikey points,
- Pearl for 150 Spikey points,
- Ruby 175 Spikey points,
- Emerald for 200 Spikey points,
- Garnet for 225 Spikey points.



- Pride of Priestley Certificate for the pupil who earns the most Spikey points at the end of the school year.
- Outstanding learning and/or behaviour to be proud of will be rewarded by a Spikey raffle ticket. A Spikey raffle will be held termly, and a Priestley prize will be presented in the final Celebration Assembly of each term.
- Class teachers choose a pupil each week to receive a 'Spikey of the Week Award'. This pupil will have been an excellent Priestley team member by demonstrating good attitudes in their learning and positive behaviour choices.
- Class teachers will choose a 'Spikey's Secret Pupil' at the end of each day. These children will receive a Spikey sticker at the end of the day and they will be displayed on the class Spikey board.
- Children will have a 25 minute "WOW" time taken where possible on a Wednesday. This will be a reward for those children who have not received a red card that week. Those children missing time due to poor choices will be expected to join the activity they have chosen but wait to participate.
- At the end of every day, time will be set aside to reflect on the day's choices, this is a time where the daily 'Spikey Score' can be shared as well as Spikey's Secret Pupil. 'Daily Spikey Scores' will be displayed on the class Spikey Display.
- Celebration Assembly will be held every week to celebrate the week's achievements.
- Weekly Spikey scores will be shared in Celebration Assembly; the winning class hosting Spikey for the following week.
- At the end of each term there will be a Spikey Star of the Term Assembly in which three children from each class are nominated as 'Star Spikey Learners.'

Sanctions

- Any 'Non-Spikey Choices' made in class will be followed up by a series of steps.
 - 1) 'The look', a non-verbal communication,
 - 2) Verbal praise to another individual making the right choice,
 - 3) Verbal Reminder directly to the child,
 - 4) Yellow card,
 - 5) Red card
- Children receiving "Red Cards" will miss 5 minutes of "WOW" time in KS2 and 5 minutes in KS1. These will be recorded on a weekly chart by the class teacher.
- Should a child refuse to co-operate then the class teacher will request the support firstly of the Key Stage Manager, then the Deputy Headteacher & then finally the Headteacher. At this point the Headteacher (Deputy Headteacher in his absence) may contact home and involve the child's parent in helping to manage the situation to a favourable outcome, with the child returning to the classroom to continue their learning.
- A Behaviour Record Sheet (My Concern) will also need to be completed. These will be collated at the end of each term in order to locate trends or patterns of behaviour. These may also be included in any referrals for support from outside agencies.
- Persistent poor behaviour choices can be sanctioned through the loss of minutes at play or lunchtime. This will allow the child to complete a "Think Sheet" (Appendix 1).
- Unacceptable behaviour will be communicated directly to parents by the class teacher/Headteacher immediately or at the end of the day.
- If the poor behaviour choices continue, an IBP (Appendix 2) will be put in place by the class teacher in conjunction with the parent/carer & a nominated member of the Senior Management Team.

- Should the IBP not be sufficient in helping the child to address their behaviour choices, the review meeting will be attended by the Headteacher or in his absence the Deputy Headteacher to discuss future actions and the possible implementation of Fixed Term Exclusions.

Our ethos is one of rewarding and praise to improve motivation and restore self-esteem. The purpose of sanctions is to demonstrate that children are sorry for what has happened, to act as a deterrent for poor behaviour and to show that we value the expectation which has been broken. Priestley Primary School follows a behavioural graduated response system to support children with personalised interventions.

Internal Exclusion

Internal exclusions are used to remove the pupil from class, but not from the **school** site, for disciplinary reasons. The **primary** reason for **internal exclusions** is to accommodate children who've been removed from a lesson at very short notice for disruptive behaviour. Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: IBP to address specific behaviours causing a problem; support from the SENDCo etc)

Temporary Fixed Term Exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. These will only be issued for extreme or persistent behaviours, such as proven incidents of serious damage, violence, verbal abuse or bullying. The school will follow National and LA Guidelines.

Permanent Exclusion

As a last resort the Headteacher may need to implement a Permanent Exclusion. A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Executive Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case. The school will follow National and LA Guidelines.

ALL SAFEGAURDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES.

(Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Physical Intervention, First Aid, Intimate Care, Health & Safety, Fire Safety, Safer Recruitment, Off-Site Visits, Whistle Blowing, Complaints Policies)

To be reviewed Autumn 2023

Priestley Primary School Think Sheet



Name _____

Yr _____

Date _____



What happened?



What do you think you should have done?



What do you need to do to stop this happening again?

Do you need any help with this?

Priestley Primary School Individual Behaviour Plan



Child	Class	Start Date	Agreed Review Date
Key Staff Members Involved		Agreed frequency teacher/parent catch up Daily / 3 x Week / Weekly	

A Brief Description Of Current Behaviours Exhibited To Be Addressed As Part of I.B.P

Agreed Targets	Agreed Actions	Agreed Success Criteria
Target 1		
Target 2		
Target 3		






Agreed Reward/frequency of reward



Signed Teacher	Signed Parent	Signed Child
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Priestley Primary School Weekly Monitoring Sheet



Pupil Name					Worked hard/Achieved targets	Tried hard/almost achieved targets	Didn't Achieve targets		
WEEK COMMENCING	Coming In/ Setting to Task	Session One	Breaktime	Coming In/ Setting to Task	Session Two	Lunchtime	Coming In/ Setting to Task	Session Three	Session Four
MONDAY									
	Comments/Observations								
TUESDAY									
	Comments/Observations								
WEDNESDAY									
	Comments/Observations								
THURSDAY									
	Comments/Observations								
FRIDAY									
	Comments/Observations								

Review Meeting

Date:

Who's Present:

Targets

Review

Target 1

Target 2

Target 3



Actions going forward

Signed Teacher

Signed Parent

Signed Child

