



Pinchmill Primary School

The Old Road, Felmersham, Bedfordshire MK43 7JD



Date of Next Review	September 2023
Next Review Date	September 2024
Staff Responsibility	Head
Responsibility	FGB
Governor approval	

The policy is presented in two sections. Section 1 outlines the school's principles and section 2 outlines rewards and sanctions detailing the procedures which are followed throughout the day by all staff members. Children will be aware that during lessons, break times and transitions around the school the same rewards and sanctions will be applied by all staff.

Section 1: School Principles

Aims and expectations

The Governing Body and staff of the school believe that good behaviour is fundamental to success in the classroom for both pupils and teachers. Good behaviour results from a well-planned and delivered curriculum that stimulates pupils to learn, ask questions, debate, and challenge themselves.

Behaviour for learning is behaviour which encourages learning to take place. Good behaviour needs to be taught, modelled and rewarded. Poor or unacceptable behaviour needs to be sanctioned.

We want our school to be a happy and relaxed place where we can all work and play together in a caring environment. We believe that all pupils have the right to feel valued and safe at school in order to enjoy their days at Pinchmill Primary.

We expect all members of our school community to live by and be role models of our Values when on school premises. We believe in the importance of clear and consistent classroom routines which are adhered to, creating a culture of rewards for success.

Fundamental principles

The fundamental principles which underpin the behaviour policy are:

- Unconditional positive regard for all pupils
- A focus on choice: we refer to good choices (which lead to good consequences) and poor choices (which lead to negative consequences). The main reasons for using a language of choice are:
 - self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options
 - any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child
- Recognising, acknowledging and rewarding pupils for their positive choices and behaviour
- Consistency in behaviour management based on our whole school structure where all staff are

- Expected and empowered to effectively manage behaviour for everyone
- Adopting a positive and assertive approach, where clear boundaries are set, understood, and consistently enforced with fairness, calmness and firmness

Encouraging good behaviour and high self-esteem

We encourage good behaviour by:

- Good classroom management including well-defined routines
- Being calm, fair, firm, clear, consistent, positive and understanding through compassion and empathy
- Praising good behaviour as it occurs
- Explaining and role modelling the behaviour we expect at all times and in all areas and contexts of the school
- Encouraging pupils to be responsible for their own behaviour and setting achievable goals
- Letting parents know about their children's good behaviour
- Rewarding individuals and groups of pupils for behaving well in the classroom and through assemblies to reinforce good behavioural choices
- Using 'Circle Time' activities as appropriate
- Explaining reasons for any sanctions to maintain a culture of positive choices
- Encouraging pupils to be proud of their school and themselves

Unacceptable behaviour includes:

- Ignoring reasonable instructions.
- Answering back, rudeness or aggression.
- Making unkind remarks.
- Damaging property.
- Biting, spitting, hitting and kicking.
- Swearing.
- Racist comments.
- Bullying (refer to Anti-bullying policy).

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010) Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

Reintegration meetings

Daily contact with a key member of staff

A behaviour card with personalised behaviour goals

We feel sure that all parents will share our aims and principles to make sure that our school is an environment where all children feel safe, happy and secure.

It is a condition of the acceptance of a place for your child that parents agree and fully support our behaviour principles.

Section 2: Rewards and Sanctions Procedure

The principle of praise publicly and reprimand privately will be followed by everyone.

Rewards Progression:

- Well done, publicly praised
- House points awarded, teacher records on class list, house points will be given one at a time.
- Bronze award – certificate sent home 20 points
- Silver award – certificate sent home 30 points
- Gold Award - certificate sent home 50 points
- Diamond Award - certificate sent home 75 points
- Head Teacher Award – letter from Head Teacher sent home 100 points

House points will be counted each week and the winning house presented with the House Cup. At the end of each half-term the team with the most house points for that half-term will choose a reward from an identified list.

All children should have the opportunity, and be encouraged, to achieve the Head Teacher Award by the end of each academic year.

Sanctions Progression:

Through a restorative justice conversation following an incident, staff should endeavour to establish the cause of the issue, help to find a fair and acceptable resolution, and ensure that everyone involved is satisfied with the resolution.

All behaviour incidents should be recorded on the behaviour incident sheets with the appropriate details. This includes break times and lunchtimes, the behaviour will be recorded and collated in a whole school log. They will be filed by the child's name and for those with frequent entries a chronology sheet will be created. These will be monitored by the Head Teacher and the Governors.

Progression:**Level 1 :**

First quiet reminder of required behaviour

Second quiet reminder of required behaviour and next steps to be explained calmly. Child should show that they have understood.

If behaviour continues proceed to level 2.

Level 2 :

The child will miss five minutes of their break/playtime with the appropriate adult to discuss and reflect on their behaviour. If the adult is on duty the child will stay with them to discuss and reflect. A summary of the conversation, including the child's voice should be detailed on the behaviour log. The behaviour log should be placed in the designated place Behaviour Lead is made aware. (If the Behaviour is absent inform the Head Teacher.)

If behaviour is repeated proceed to level 3.

Level 3:

Where possible on the same day the child will miss 20 minutes of a playtime in a supervised indoor space. For each incident the adult will complete a separate behaviour log and this will be placed in the appropriate place. Either the Behaviour Lead or in their absence the Head Teacher will be notified. A record of the behaviour will be added to the whole school log and next steps will be agreed. The parent or carer will have been notified.

It is important to remember that each session is a new session!

If working within the EYFS, please remember to ensure that this policy is adapted to be stage relevant.

Persistent Unacceptable behaviour (Level 4)

Persistent level 3 issues will be identified and addressed to prevent particular behaviours becoming regular occurrences. Managed by the Behaviour Lead and the Class Teacher, strategies may include:

- Daily monitoring
- Regular meetings with parents / carers
- Individual behaviour plan
- Additional targeted support
- The support of outside agencies
- Isolation
- Exclusion (Bedford Borough will be notified.)

ZERO TOLERANCE (Level 5)

The following behaviours are absolutely unacceptable:

- Violence
- Racism
- Sexism
- Homophobia
- Spitting
- Misuse of the internet
- Bullying
- Intentionally damaging equipment

Any of the above would immediately move the child to level 4. Either the Head Teacher, and the Behaviour Lead will respond in an appropriate manner. The child's parent or carer will receive a phone call and will be invited to meet with the Head Teacher and the Behaviour Lead.

DANGEROUS BEHAVIOUR

In cases where a child's actions are dangerous to themselves or others, the Head Teacher, or in her absence the Assistant Head, will be informed and will assume responsibility. They will contact the child's parent or carer and arrange for them to be picked up as soon as possible.

SEE ALSO

Use of Reasonable Force Policy

Anti-Bullying Policy