

Palace Wood Primary School

Behaviour Policy



Palace Wood
PRIMARY SCHOOL

Written by	Joe Burnett
Ratified by Governors	Summer 2023
Date for Review	Summer 2024
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Clare Cairns [to](#) ensure that it does not have an adverse effect on race, gender or disability equality

Behaviour Policy

Behaviour at Palace Wood Primary School

Behaviour is everyone's responsibility and this policy outlines our shared expectations for all of our children, staff, parents, governors and visitors. Our approach when dealing with behaviour is underpinned by our school values (curiosity, compassion, courage, challenge), Golden Rules and the understanding that **all behaviour is communication**. Consistency of approach is fundamental to enabling all our children to focus on their learning and achieve their personal potential. This is why our policy relates to behaviour choices made at all times of the school day, including transitions and at break and lunch times.

Children thrive on praise and we will always recognise those who consistently make the right choices and put their utmost effort into their learning. Our policy enables positive behaviour choices to be celebrated across the school community. Leadership will always endeavour to be on hand to support with behaviour issues; however, this policy aims to ensure that most incidents can be dealt with immediately by any member of staff. Our vision is to offer a well-rounded education to our children, and to reinforce our key values.

Positive Behaviour

We have high expectations of behaviour of all pupils at Palace Wood Primary School, and the learning environment needs to be safe and undisrupted in order for all children to enjoy and achieve. Our Golden Rules reflect our school values:

- 1) We are gentle
- 2) We listen
- 3) We are honest
- 4) We are kind
- 5) We look after property
- 6) We work hard

Commented [IF1]: Seem to have managed to loose the picture here-sorry!

Visible Consistencies

We are proud of our visible consistencies that are seen throughout our school community.

- House points
- Hands up
- Marble jars (EYFS)

When a child is observed demonstrating one of our core values independently (curiosity, compassion, courage, challenge), they will receive a house point. This will be recorded visually within the classroom on either a house point chart or by adding a coloured marble to a house jar (EYFS). The Pupil Leadership Team (PLT) will then announce the house point totals during our weekly celebration assembly and update the school house point display located in Oak's hall. Each week, all class teachers nominate two of their pupils who have consistently demonstrated our core values. These children are then congratulated by the school during our weekly celebration assembly. Each pupil will also be celebrated on our school website and in our weekly newsletter. As a reward, all nominated children receive an additional breaktime with Mrs Cairns or another member of the leadership team the following week. Furthermore, once every other term, two children from each class who have been advocates of the school values, will receive a book token to spend in our book vending machine.

Positive Prevention Strategies

At Palace Wood, we all work together to prevent difficult situations from arising during lessons and unstructured times of the day, such as providing a range of engaging activities at lunch time (OPAL) and checking in with children when they arrive at school in the morning. For the majority of children, receiving praise and responsibilities as a result of upholding our school rules and values will be sufficient. However, situations may arise where a sanction is deemed necessary as a consequence of a poor behaviour choice. The use of whole class sanctions is avoided, and children will not be publicly shamed for making the wrong behaviour choice.

At Palace Wood Primary School we believe strongly that low level disruption is unfair on pupils, teachers and the whole school community. In order for children to learn they need safe, consistent and stimulating environment which is conducive to learning. Therefore, we set our expectations high and expect parents and carers to support our decisions and strategies to encourage good behaviour.

If our school golden rules are broken then following consequences may be implemented (tiered system):

- Warning (reset after each break)
- 5-minute reflection time (break or lunch),
- Minimum 15-minute reflection at lunch time (children given a reflection activity to complete).

If a child's personal time is taken either at break or lunch times, a parent/guardian will always be informed.

In circumstances where behaviour is consistently extreme, the school will work closely with parents/guardians. In incidents such as these, a bespoke behaviour support plan will be created and other behaviour strategies will be discussed and adopted. If unsuccessful, a Pastoral Support Plan (PSP) may be implemented.

Unsafe Behaviour

If a pupil is demonstrating behaviours that are unsafe for themselves and/or others, action will be taken to reduce the disruption to learning.

Fixed term exclusions and permanent exclusions are the final consequences.

If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address the pupil's extreme behavioural needs to try to prevent further incidents.

In cases of persistent unacceptable behaviour the Leadership Team may decide to put a pupil 'on report'. This will require a member of staff to rate the pupil's behaviour on a scale of 1-3 for each session during the day, with the pupil reporting to a member of the

Leadership Team to discuss their progress at the end of each day

Pupils will initially be put on report for two weeks, with their status

reviewed at the end of each week at the Leadership Team's discretion.

Recording of Behaviour Incidents

It is the responsibility of the adult who witnesses the behaviour to record the incident via MyConcern. MyConcern is the adopted school safeguarding platform where all safeguarding related incidents are recorded. They must write down:

- What was happening prior to the incident
- What happened and how it was dealt with
- Names of other children involved
- Names of any other adults and their involvement.

If the behaviour is deemed significant e.g. inappropriate language (such as racial abuse or homophobic language) or physical violence this must be brought to the attention of a member of the leadership team immediately. Each incident will be dealt with on a case-by-case basis and the behaviour policy will be followed as guidance (parents/guardians will be involved in this process).

Bullying and Prejudicial Behaviour

All forms of bullying and prejudicial behaviour will **not** be tolerated. Each incident will be recorded on MyConcern and parents/guardians will be informed. The Department for Education (DfE) define bullying as:

'...behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally.' (DfE, 2017)

The school has a **zero** tolerance and all staff will challenge incidents of prejudicial behaviour and language. All incidents of homophobic, racism, transphobic, bi-phobic, sexist behaviour, religious abuse and extreme physical violence will be recorded and dealt with according to this policy and additional guidance from external agencies where appropriate may be sought.

(See also Anti-Bullying Policy)

Exclusion

Fixed term exclusions and permanent exclusions are the final consequences and are always used as a last resort. If children are at risk of exclusion a Pastoral Support Plan (PSP) is set up to address the pupil's significant behavioural needs in an attempt to prevent further incidents.

Should an exclusion still be required, DfE guidelines are followed and the Local Authority Inclusion Officer will be informed at the earliest opportunity. Parents will be notified of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of a repetition of the offending behaviour patterns is not repeated. Permanent exclusion would normally follow a pastoral or behaviour support plans failure to resolve outstanding issues;

however, the school would permanently exclude a pupil without a PSP if the circumstances justified such action. At all times the school will follow local and statutory guidance when considering exclusion.