

# Behaviour Policy



**PICKNALLS FIRST SCHOOL**

**Approved: September 2022**  
**Due for review: Autumn 2023**  
**Part of the Uttoxeter Learning Trust**



# PICKNALLS FIRST SCHOOL










## BEHAVIOUR POLICY 2022/23

'We aim to provide a safe and caring environment where all children feel valued and all can succeed' - School Aims and Ethos.




This policy and further related policies can be located on the school website.

### INTRODUCTION













Positive behaviour underpins all aspects of Picknalls First School. Our latest OFSTED report (January 2020) graded behaviour and attitudes as outstanding and states that:

-  Pupils behave exceptionally well, work hard and achieve well.
-  They are polite and courteous.
-  Pupils play safely and enjoy chatting to friends, staff and visitors.
-  You can see from their smiles as they are welcomed by staff that pupils enjoy school. Parents, understandably, are happy with the school.
-  Pupils thrive and the school's aims, 'achieve, believe and care', are at the centre of everything this school is about.
-  Pupils are confident and happy in school.
-  The staff always treat pupils and their families with dignity and respect.
-  Pupils make a huge contribution to their school and community.
-  We saw pupils playing and socialising very happily during these times and around the school.






The school has a clear, shared definition of what constitutes appropriate behaviour.

-  Everyone has a responsibility to listen and respond properly to adults and to each other, accept sanctions, and use appropriate language at all times.
-  Everyone has a right to be taught in environments that are safe and conducive to learning, to be treated equally, and not to be bullied, ridiculed or subjected to discrimination.
-  The policy is integral within our school ethos. It is manifested in quality relationships of mutual trust and respect between pupils, parents, teachers and other adults who work in the school.



-  Policy and procedures are clearly communicated to pupils, parents, staff and governors through the rules, website and related policy statements.
-  There is practical evidence of the implementation of the policy which is applied through the whole school community: 98% of parents strongly agree/agree that the school makes sure the pupils are well behaved. (Parent questionnaires October 2019.)
-  Anti-bullying guidelines, based on a shared definition of bullying, are in place and communicated to all members of the school community.
-  There are identified approaches to empowering pupils and building self-esteem and responsibility (e.g. Relationship and Health Education lessons, PSHEe, sparkle time, social skills interventions, ECO committee, prefects, playground leaders, school council, sports council and the use of assembly).
-  More emphasis is given to reinforcing good behaviour than is given to punishing bad behaviour.
-  Rewards and sanctions are understood by all staff, implemented fairly and monitored to ensure consistency, balance and progression.
-  Procedures are in place for dealing with pupil, staff and parent concerns about the operation of the behaviour policy.
-  There is collaboration with parents over good and inappropriate behaviour.
-  There are appropriate and effective referral systems when working with other agencies, e.g. Behavioural Support Team.
-  There are procedures for regular monitoring, review and evaluation of the behaviour policy, with consideration given to the involvement of external agencies. These include parent and pupil questionnaires.
-  The School Council and Prefects will monitor the high expectations of pupil behaviour.
-  The agreement of school directly involves pupils.











## PARENTAL INVOLVEMENT

-  Parents have a responsibility to prepare their children appropriately for school and support the school's behaviour policies, including rewards and sanctions and their rights to information on how the school promotes positive behaviour and what they can do to help.
-  Sign home/school agreement.
-  Parents are asked to respect the school and the staff and not place any derogatory comments on Social Media sites.
-  School will always endeavour to work collaboratively and effectively with parents.
-  Please respect our Staff. Verbal abuse will not be tolerated.






## STAFF INVOLVEMENT - IN THE CLASSROOM

Staff create and sustain a positive, supportive and secure environment.

Expect to:

-  arrive before the class and begin on time
-  be prepared for the lesson
-  keep everyone occupied and interested
-  extend and motivate all pupils
-  mark all work promptly, constructively and within the feedback policy guidelines.
-  encourage creative dialogue
-  keep an attractive, clean and tidy environment
-  maintain interesting wall displays
-  deal with offenders; to ignore is to condone
-  children need to be monitored by a member of staff at all times

Do all you can to:

-  keep calm; it reduces tension
-  be positive and build relationships
-  be consistent
-  carry out any threats you have to make
-  liaise with midday supervisory staff

**LUNCHTIME SUPERVISORS** - must be respected as any other staff member. They have the power to make a child stand in the 'time-out' space by the playground. Following our escalation procedures, all other incidents must initially be referred to the Class Teacher, then Key Stage Leader, then Deputy Head and finally the Headteacher.

## STAFF ADVICE ON AWARDS SYSTEM

Early Years pupils start their reward systems fresh each half term whilst the rest of the school build up their rewards over the full year. Stars are awarded for good work, good behaviour and showing use of our school motto 'Achieve, Believe, Care.' A star chart or booklet is made available in each class. The Headteacher's rewards will be given out if a child is sent to the head for any positive achievement. The child in the Nursery and each Early Years class achieving the most stars will receive the Rosette Award. These will be awarded at the end of the half-term. All other children will be awarded their rosette when they achieve it, during Monday's whole school assembly.

## STAFF ADVICE ON HIGHLY COMMENDED CERTIFICATES

Each week at the Monday assembly one pupil in each class will receive a Highly Commended Certificate - so that in the year every child will receive a certificate. The class teacher will decide who will receive this award and keep a record of recipients.

## SCHOOL AND CLASSROOM RULES

The rules are discussed, agreed by pupils, displayed and reinforced by repeating. Children who decide not to cooperate will incur sanctions. It must be made clear to misbehaving children that they themselves are choosing not to conform.

## STAFF DEVELOPMENT SUPPORT

School staff have a responsibility to encourage respect and promote positive behaviour (by modelling the behaviours they wish to see) and a right to safe working conditions and clear guidelines, support and professional development on behaviour issues.

## STAFF SUPPORT OF SEND

Children who are identified as presenting with SEND needs relating to a behavioural/social difficulty will have a specialised behaviour support plan created in which specific strategies and actions to address individual needs which the class teacher in conjunction with the SENDCo who will devise and review this document. As an inclusive school we adapt our rewards and consequences for children who have specific additional needs.

## REWARDS

Children who cooperate, work hard and are well-behaved will be rewarded.

Headteacher Rosette's are awarded for an Early Years child who gets 10 stars. In Key Stage One each child that earns 100 stars will be awarded the Rosette and for Key Stage Two it is 200 stars.

For other years:

### KS1

25 stars

=

Bronze certificate

### KS2

= 50 stars

50 stars

=

Silver certificate

= 100 stars

75 stars

=

Gold certificate

= 150 stars

A 'well done' certificate which gives the total number of stars achieved over 100 is awarded at the end of the academic year.

## MERIT CERTIFICATES

Awards are presented during Monday's Whole School Assembly.

## HOUSE SYSTEM

Every child is allocated a house team from year 1 to year 4:

Holly (Red)

Ash (Blue)

Oak (Yellow)

Beech (Green)

Each child will be in the same house as older brothers or sisters in the school.

Stars won during the week are totalled and the Team Merit Trophy and a treat is awarded to the house attaining the most stars during every half term. The award will be chosen by the school council and the headteacher.

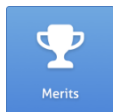
Pupils will start each day with an unblemished record.

## PICKNALLS WHOLE SCHOOL BEHAVIOUR SANCTIONS AND REWARDS SUMMARY - UPDATED SEPTEMBER 2022

### WHOLE SCHOOL REWARDS FOR CHILDREN WHO CONSISTENTLY TRY WITH WORK, EFFORT, BEHAVIOUR ETC.

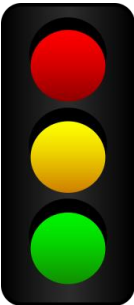


- Positive praise and recognition - used regularly to highlight positive behaviour
- Stars - these count towards points for their house colour
- Sparkle time - up to 30 minutes free choice on a Friday afternoon for each child that has earned it. Activities such as toys, lego, drawing, reading, construction, outdoor play, wet playtime box etc are offered. Sparkle time can be earned, deducted and earned back
- Headteacher awards for any positive visit to the office - stickers, stamps, letters home, prizes
- Merit certificates - given to one child in each class each week in the Monday morning celebration assembly



Individual classes/teachers may also have a system they use for themselves to boost behaviour and promote positive role models in school.

### SANCTIONS FOR LOW LEVEL DISRUPTION

- 
1. Warning given with negative behaviour explained and positive behaviour expectations reinforced
  2. The child is moved away from the situation, eg off the carpet, moved to another table, moved off the playground etc
  3. The child loses 5 minutes sparkle time
  4. The child would lose their playtime, lose 10 minutes sparkle time and get sent to another teacher
  5. Child sent initially to the Class Teacher, then the Key Stage Leader, then the Deputy Head and finally the Headteacher

Nursery children use the traffic light system to reward and sanction and from Reception to year 4 the class teacher would inform the parent if sparkle time was being repeatedly lost.

### SANCTIONS FOR SERIOUS INCIDENTS

Actions such as continued fighting, breaking property, showing disrespect, using bad language etc

1. Warning given with negative behaviour explained and positive behaviour expectations reinforced
2. Child sent straight to the Key Stage Leader/Headteacher and a poor behaviour slip sent home.

### SANCTIONS FOR VERY SERIOUS INCIDENTS - EXCLUSIONS

Fixed Term exclusion - The length of this will be determined by the Headteacher and will depend upon the nature of the incident. Exclusion is the ultimate sanction and will only be implemented after the agreed County guidelines for Temporary and Permanent Exclusions have been consulted upon and followed.

Managed move - this may be employed where necessary.

### HEADTEACHER POOR BEHAVIOUR SLIPS

These will be sent home with any child who has previously been spoken to by other key leaders within the school, or if the incident is of a serious nature and the child has been sent directly to the Headteacher. The slip will explain what behaviour has led to this and the punishment that the child has received. The slip will be handed over to the parent/guardian collecting the child in the afternoon either by the Headteacher or the class teacher. Three slips sent home will trigger a meeting between the Headteacher and the parents.

### SCHOOL RULES

As designed and agreed by all the children in a whole school assembly at the start of each year. Aspects such as:

- Always work hard and try your best
- Help others
- Look after everything in school
- Use kind hands and words
- Use good manners
- Work as a team
- Enjoy everyday and smile



### STAFF EXPECTATIONS

- Staff must use consistency of these approaches during the school day
- Staff must have high expectations of children's behaviour and tackle aspects if children are not adhering to these rules
- Staff must ensure fairness to all children when applying rewards and sanctions
- Staff must communicate concerns between each other, eg. Lunchtime Supervisors informing class teachers of incidents that have occurred at lunchtime and staff to Happy Hours staff
- The Headteacher must be made aware of any serious incident
- The staff and senior leadership team will patrol areas around school at all times to ensure consistency of behaviour

