



Pikes Lane Primary School Behaviour for Learning Statutory Policy

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: Miss McArdle/Mrs Wallace

**Linked Governor Sub Committee: Health, Wellbeing and Community
Subcommittee**

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This policy should also be read in conjunction with the school's Anti-Bullying Policy. This policy has been written to ensure that we fully comply with the DFE regulations and guidance regarding managing and dealing with behaviour in school. The list of behaviours and consequences as outlined in Appendix 2, cannot be definitive but covers a range of possible scenarios and behaviours which pupils may present at a given time.

Entitlement

This statement of policy relates to all pupils, staff, parents, governors and visitors of Pikes Lane Primary School and acknowledges that we are an inclusive school, working within the guideline of Equal Opportunities policy. It is accepted that some children may need extra support to meet the objectives.

EYFS

Due to the age of the children in EYFS, particularly in Pre-School, rewards, sanctions and expectations differ slightly. See the EYFS Statement of Practice and EYFS Behaviour For Learning Guide for further clarification.

Rationale

Pikes Lane Primary School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment.

All children, parents, staff and visitors have the right to be safe, feel safe and to be respected regardless of race, age, gender, religion or disability. With this right comes responsibility and to be accountable for actions that put at risk the safety and wellbeing of others.

Aims

- To foster self-discipline; by encouraging each person to take responsibility for their own behaviour and to develop the ability to make positive choices for themselves.
- To provide a range of opportunities for all to develop the skills and attitudes required in order to behave and respond appropriately in a variety of situations.
- To provide a broad and balanced curriculum which engages all pupils.
- To identify pupils who display behavioural difficulties and provide appropriate support.
- To create a positive working environment.
- To communicate regularly and meaningfully with parents.
- To maintain consistent standards of behaviour for all pupils.
- To demonstrate respect for all members of the school community.
- To encourage and reward good behaviour.

Objectives

- To ensure that adults act as good role models and deal calmly and sensitively with incidents as and when they arise.
- To ensure that all staff take responsibility for promoting good behaviour amongst all the pupils.
- To foster respect for self, each other and the school through the home-school agreement, classroom rules, the PSHE curriculum and the school culture.
- To ensure the Disability and Equality Policy is implemented.
- To ensure each person accepts responsibility for their own actions and words.
- To provide support to staff dealing with behavioural difficulties.
- To liaise with SENCO/Inclusion Leader and parents when the need arises.
- To make effective use of support services and other agencies.

Teaching and Learning

Our school motto, **'Together we can be the Best'** is used extensively to promote good behaviour and attitudes. There should always be a focus on **positive** strategies in all areas of school life. Staff need to be mindful of not subconsciously stereotyping children through the use of language such as, **'You are a very naughty boy/girl'**. **'You always do...'** Emphasis should be placed on the child's behaviour **not** the child. Children are responsible for their own actions and speech, they cannot blame someone else for what they say or do. Consequences are applied calmly and firmly. **'Blanket'** punishments where the whole class is punished should be avoided.

The school council have created the **'Pikes Lane Promises (Appendix 1)** which, during transition all children and staff agree to follow. Everyone signs their name to agree to this and this is then displayed in the classroom. We operate a consistent **'Think Ahead Before you get to Red' Traffic Lights System** from Year 1 – Year 6 as our positive behaviour management strategy. **(Appendix 2)** The expectation is that **ALL** children start and remain on 'Green' for the day. If a child does not follow any of the **'Pikes Lane Promises'** this may lead to them being moved to 'Amber' or 'Red'. Children are given many opportunities to make the right choices so that they can quickly return to 'Green' for a fresh start. **All** children begin a new day on Green.

Rewarding Good Behaviour

We expect all children to make the right behaviour choices and to consistently follow our 'Pikes Lane Promises'. We use positive praise and reinforcement as our main strategy to promote high standards of behaviour.

Examples of rewards include: 'I've been Green all Week/Term' stickers/certificates/text home etc. Given responsibilities in class/school. 'Star of the Week/Term Rewards, trips and parties etc.

Dealing with unacceptable incidents (Amber or Red – See consequences as outlined in Appendix 2)

Positive Behaviour Plans (Appendix 3)

As a school fully committed to inclusion we recognise that at times, certain children may find it difficult to follow our 'Pikes Lane Promises' despite the above measures being taken. These children may benefit from a 'Positive Behaviour Plan'. **Before a child enters/exits a Behaviour Plan, the class teacher must have it approved by the SLT at the weekly Personal Development, Behaviour and Welfare meetings.** The class teacher must ensure that all staff working with the child are informed about the child's targets including midday supervisors.

Exclusion - Fixed Term/Permanent

The school recognises that exclusions may be very upsetting for both child and parents. However, there are occasions where this sanction is necessary and Headteachers have the authority to use this as a sanction. If the headteacher deems this to be a necessary sanction (in accordance with the behaviour policy of the school) **all appropriate procedures as outlined by the DFE will be followed**. In the event that the reason for the exclusion is as a result of criminal offence, then the matter may also be referred to the Police.

Power to discipline beyond the School Gate

Schools have a statutory power to discipline pupils for misbehaving outside of the school premises.

Power to Search Pupils

Schools have a statutory power to search pupils and to seize and confiscate items from pupils. Generally, pupils are always asked for their consent to search for items. However, schools are allowed to search without consent for prohibited items. These include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article likely to injure a person or damage property or any item which the school has banned.

Day to Day Strategies for Managing Behaviour

Personal Development, Behaviour and Welfare Meetings

Each week the Leadership team and other relevant staff, meet to discuss behaviour and safeguarding of the children. If a teacher has any concerns about a child they must refer the child for discussion at the meeting. The progress of this child is then closely monitored and appropriate actions and agencies are used to support the child to make the right choices so that early intervention can significantly decrease the likelihood of escalation.

Reasonable Force and Restraint (See Reasonable Force and Restraint Policy)

In February 1999, provision came into force regarding using reasonable force to restrain pupils. Using guidance from the DFE we have included the following guidelines into our Behaviour For Learning Policy when using reasonable force to restrain a child:

Reasonable force can be used in the following circumstances:

- Where a criminal offence is being committed or likely to be committed
- Where pupils may injure themselves or others
- In self-defence, where risk of injury is imminent
- Where there is a risk of injury or significant damage to property.

Managing Allegations against members of Staff

If a child/parent makes an allegation against a member of staff, the procedures as outlined by Bolton LA Safeguarding Board are always adhered to. **(See Managing Allegations against members of staff policy within the Safeguarding and Child Protection Statutory Policy)**

Pupil Risk Assessments (Appendix 4)

Occasionally, a child may present with behavioural difficulties which do require specific actions to be implemented to ensure the safety of children and staff. In this instance, a Pupil Risk Assessment will be created in liaison with all relevant staff/agencies including parents and regularly monitored to ensure the assessments are fully meeting the child's individual needs.

In order to make the contents of this policy more visual for our parents, we have produced an additional '**Behaviour for Learning Guide**' which summarises our approach to Behaviour Management **(Appendix 5)**.