



*Inspire, challenge, learn*

# **Pool Hayes Primary School**

## **Behaviour Policy**

2024-2025

Policy due for review Autumn 2025

**The following guidance has been used to write this Behaviour Policy:**

- 'Behaviour in Schools September 2022 (Department of Education) [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/101597/Behaviour\\_in\\_schools\\_guidance\\_sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101597/Behaviour_in_schools_guidance_sept_22.pdf)
- 'Use of Reasonable Force in Schools' <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>.
- Department of Education's Suspensions and Exclusions Guidance September 2022 <https://www.gov.uk/government/publications/school-exclusion>
- Department of Education's Improving Attendance Guidance May 2022 <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>

This policy needs to be used in conjunction with other school policies, especially

- Child Protection and Safeguarding
- Teaching and Learning
- Anti-Bullying Policy
- Attendance and Punctuality
- Pupil Wellbeing and Mental Health

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**Approved by: T Hussain (CoG)**

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**To be reviewed: Annually**

## Introduction

At Pool Hayes Primary School we create a happy, caring and safe environment where everyone in our school and local community is valued. Children are encouraged to develop independence, a sense of purpose and an enthusiasm for learning so that they can be the best they can be.

We believe that children have a right to learn, teachers have a right to teach and we all have a right to feel safe.

Good behaviour and discipline provide a foundation for the establishment of a secure, orderly and happy environment in which the children can learn effectively and develop as caring, reflective and responsible members of the community. Developing a positive relationship between staff and pupils is a fundamental aspect of high quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development.

## Our Behaviour Policy aims:

- Provide clear guidance to staff, children, parents, and governors about the standards of behaviour that are expected at Pool Hayes Primary School
- Recognise, reinforce and celebrate positive behaviour
- Ensure a prompt response when dealing with unacceptable levels of behaviour so that minimal disruption is caused to the learning of others
- Emphasise that everyone has rights and responsibilities and to encourage children to take responsibility for their actions
- Encourage increasing independence, self-respect and self-discipline so that each child learns to accept responsibility for his/her own actions
- Involve children, families, staff and governors in maintaining high standards of behaviour so we all feel happy and safe
- Identify, address and support at an early stage, children who are experiencing social, emotional and behavioural difficulties
- Treat all children fairly by applying this policy in a consistent way.
- Monitor and review our policy and practice to ensure the safety and well-being of our community

## Children's responsibilities

- To follow the Golden Rules created with staff and pupils:
  - Be Safe
  - Be Ready to Learn
  - Be Respectful

## Staff responsibilities

- To make clear our high expectations of good behaviour
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential so that they are successful learners
- To provide a challenging, interesting and relevant curriculum, teaching values and attitudes that will help pupils make positive choices about their behaviour
- To create a safe, pleasant, stimulating environment, physically and emotionally
- To use rewards, rules and sanctions clearly and consistently
- To be a good role model and lead by example

- To follow our school behaviour system (as set out in the policy) consistently with all pupils
- To form a good relationship with families so that all children see that the key adults in their lives share a common aim
- To deal with any incidents promptly and inform families when necessary
- To recognise that each child is an individual and to be aware of their needs, supporting pupils in a sensitive and appropriate manner
- To record repeated, concerning or significant incidents of behaviour

### Family responsibilities

- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does at school
- To foster good relationships with the school
- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To alert the school as soon as there are any concerns
- To co-operate with school
- To ensure children's regular attendance and punctuality
- To encourage their child to show respect and support the school's authority to discipline children

## Rules

Our rules are clearly displayed around school, with examples given alongside.

The rules reinforce the right for staff to teach, the right for children to learn and that we all have a right to be safe; it is everyone's responsibility to ensure that this happens.

### Pool Hayes Primary School's Golden Rules:

- **Be Safe**
- **Be Ready to Learn**
- **Be Respectful**

#### Safe:

- We follow instructions – first time, every time
- We stand up to bullying of any kind
- We walk sensibly around our school
- We know who to go to for help and support
- We stay safe online and outside school
- We take care when walking to school

#### Ready:

- We arrive at school on time
- We get to lessons on time
- We wear our uniform with pride and have the right clothes for PE
- We take part fully in lessons and show resilience
- We make sure that we have a good night's sleep before school
- We make sure that we have breakfast before school

### Respectful:

- We always listen when someone else is talking
- We are polite and show good manners to everyone
- We respect difference and know that we are all equal
- We respect other people's opinions
- We don't shout out or talk over anyone else
- We look after our environment and never drop litter

At the beginning of each term the class and school as a whole will discuss the school rules. The above examples were drawn up by our Year 6 children. At the beginning of a new school year, each class will set up a visual display of the rules and examples of expected behaviours shown using drawings, photographs etc., suitable for that class and age of children. The rules and attached visuals will be displayed prominently in the classroom, so that they can be seen easily and referred to whenever needed.

In addition, the children will interpret each rule in terms of what it means to them individually. Families are made aware of the Golden Rules via Class Dojo, the school website and the Family News. Children can discuss their understanding of the Golden Rules with their families.

### School Values:

Our Golden Rules are underpinned by our school values. Our values of perseverance, sharing, listening and resilience permeate all that we do.

These are implicitly taught and explicitly taught through:

- Staff modelling.
- Using children as good role models.
- Our reward system to reinforce a positive behaviour and attitude.
- Weekly assemblies that focus on our values.
- PSHE lessons.

We aim to create a healthy balance between rewards and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances.

### Rewards

At Pool Hayes Primary School we have clear and agreed systems of rewarding children when they are following our school rules; individually, collaboratively and as part of a class or group in order to promote a sense of both individual and corporate responsibility. Our approach relies heavily on using positive behaviour management strategies alongside excellent modelling and high expectations of behaviour from all staff.

**All** members of staff (teachers, TAs, LTSs, admin staff) will recognise and celebrate good behaviour at all times (notice those who are following the Golden Rules) within all areas of the school. This will serve to show that following the Golden Rules matter; that expectations of behaviour do not change according

to the member of staff in charge; that there are high levels of expectation with behaviour within every area of the school.



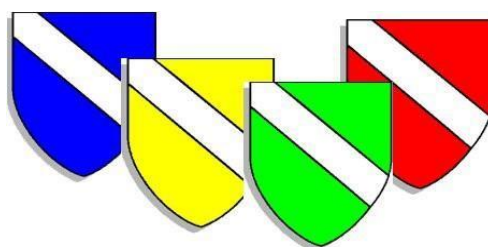
### Class Dojo

Each class has its own Class Dojo page. Every child starts each day with zero points. Children can earn points for showing positive behaviour. This is a way of positively encouraging children to have a fresh start every day, with a good attitude. Classes create their own bespoke rewards in response to the needs of children within the class. This personalises the pages for each group of pupils while maintaining core response based on the Golden Rules: being safe, being ready to learn, being respectful.

Staff have the additional method of rewarding outstanding behaviour by awarding the children a special dojo worth 5 points: **Diamond Dojo**. This is highlighted to the children as a particularly special and noteworthy reward and their behaviour that earned it is explained to them.

### House Points:

To give the children an identity group and a fuller sense of belonging within our school environment, Pool Hayes Primary School have four houses: Salus, Suprema, Lex and Populi. Houses help the children to learn to work with others from other classes and year groups, and to be valued as part of a team i.e. competing in house teams during their sports day and in other house sport matches, voting for their House Captains, House Captains working with different children in a mentoring role.



Class Dojo points are converted to House Points and awarded to each house on a weekly basis. The Head Teacher will celebrate the success of each house through the school's weekly newsletter and in Friday's Celebration Assembly when the house with the most house points will lift the house cup.

Recognition for House Points is provided under the following categories:

House Point Categories	Recognition
Group work	Dojos given in class
Winning house of the week	Celebrated in Friday's Celebration Assembly
House with the most points at the end of the term	Celebrated in Friday's Celebration Assembly and the winning house given a small treat such as extra playtime
House with the most points at the end of the year	Celebrated in Friday's Celebration Assembly and the winning house given reward time, at the end of the year by the Head Teacher

At the beginning of the year, Y6 House Captains are elected.

The house group with the most house points will be announced during Friday's Celebration Assembly and the captains of the winning house will lift the house cup. The house cup will be displayed in the main school corridor.

### Individual Class Reward System:

In addition to the above whole-school systems, class teachers can choose to adopt additional systems in their own classrooms that they feel are helpful and appropriate. Examples could be the use of stickers, a special chair, a special cushion and more.

### Star of the Week:

Teachers will nominate a pupil in their class who has achieved or demonstrated something amazing. This could be a great attitude to work, adults, friends, an achievement out of school – the list is endless! The class teacher will complete the award certificate and present it to the nominated child in Class Celebration Assembly on Friday and post a photograph on Class Dojo.

### Rainbow Writer of the Week:

Teachers will nominate a pupil in their class who has written a particularly good piece of writing.

The class teacher will copy the child's work, complete a Rainbow Writer pencil and present it to the nominated child in Class Celebration Assembly on Friday and post a photograph on Class Dojo.

All children awarded with certificates in Celebration Assembly will have their photograph taken and displayed in school. Rainbow Writers will have their photocopied work displayed on the writing wall at school.

Stars of the Week and Rainbow Writers will have their names published in the Family News each week.

## SANCTIONS

It is integral for the development of healthy relationships that staff find a consistent balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. At Pool Hayes Primary School we recognise that it is difficult for some children to follow the Golden Rules all of the time. We will be consistent in handling these situations promptly but the way in which we deal with them may be flexible dependent on the needs of each party involved.

## EYFS

In Early Years, our children are learning to be part of a school environment and need a slightly different reward and sanction structure to that of older children.

Children will be praised using green dojos, stickers, smiley faces and language reinforcing the exact behaviour that earned the praise.

Children will get certificates for earning the most dojos in a day and for being Star of the Week.

When children exhibit negative behaviour choices, they will be reminded of good behaviour choices and given a chance to show they can make those choices; they will then be praised when they make the correct choice.

For more serious behaviour, a time out will be used. Nursery children will have their behaviour calmly explained to them and given a time out for 2 minutes. This is in place until the end of Autumn Term. After this, time out is extended to 4 minutes.

Children who receive a red dojo for two consecutive days will require an intervention from a member of SLT. This will be conducted in the child's free time and will include parental involvement to ensure a restorative outcome.

In Reception, children will receive a time out of 4 minutes for their more serious behaviour choices. This will be in place until Summer half term. For the second half of the term, time out is extended to 5 minutes.

## Tracking Behaviour:

All levels of behaviour will be recorded on Class Dojo. Elevated Dojos are to be recorded on CPOMS along with any face-to-face conversations with parents.

Points will be gathered and analysed each month and reported back to all staff and governors. Next steps will be offered when needed in response to any trends or anomalies

## Key points and principles that underpin our approach to managing unacceptable behaviour:

It is important that our responses to behaviour are:

- Understood by children, staff and families
- Fair
- Consistently applied
- A logical response to a behaviour
- Realistic and in proportion to the unacceptable behaviour displayed

## Restorative Practice

This is a practice that encourages the child to take responsibility for their behaviour by thinking through the causes and consequences and what they can do to make it better. When incidents occur, children will be encouraged by staff to discuss what has happened, introducing and recognising their feelings and how others may have felt. The key principle when dealing with any incident is to give all the people involved a chance to have their say and become actively involved in the process to find the most appropriate resolution.

## Reparation. A four-step apology:

A four-step apology gives children an opportunity to apologise, take responsibility for their behaviour choice, decide how they will resolve it and ask for forgiveness from the person they hurt/upset.



Steps	Sentence Prompts
Apology	I am sorry
Take responsibility for choice	That...
Suggestion to resolve issue	I will...
Ask for forgiveness	Will you forgive me?

It is the choice of the child receiving the apology whether it is accepted or not.

### Loss of Free Time:

This is a time of reflection where children are engaged in the four-step apology, as detailed above.

Once a child has completed their time, children are able to 'wipe the slate clean'. Each day every child will start with 0 dojos and will have the opportunity to earn more. With lunchtime loss of free time, staff should allow reasonable time for the children to eat, drink, use the toilet and have a shortened play time.

### Detentions:

Parental consent is not required for detentions but parents will be informed on the day their child is issued with a detention via a phone call home or a conversation with parents upon collection of their child at home time.

### Collective Punishments:

Collective punishment is the 'punishment' of a group/class of children for the inappropriate actions of an individual or others. If, for example, the whole class were made to stay in at break time as the result of a few children behaving inappropriately in the lesson, then this would be deemed as a collective punishment. Collective punishments unfairly 'punish' those who are deemed to be following the Golden Rules and cause resentment in those who are unduly made to serve a negative consequence, therefore, they **must be avoided**.

### Deferring a Consequence:

In some circumstances and when it is safe to do so, it can be more productive to defer dealing with the consequences of the unacceptable behaviour. If those involved are very heightened emotionally then it is important to wait for a child to calm down fully, to get back to 'baseline', before discussing the incident. This prevents the situation from escalating out of control. Generally, if a child is calmer after the event, they are more likely to be honest about what has happened, feel remorseful and be more willing to make amends.

### Emotion Coaching:

Emotion Coaching is an evidence-based whole-school approach towards responding to children and young people's emotions. It is a way of interacting with children and young people, and promoting positive relationships. This approach is a key strategy for all staff to use when dealing with inappropriate behaviours – separating the behaviour from the child and taking care not to point the finger of blame, as this can lead to the child becoming defensive. Emotion Coaching requires staff to keep themselves regulated and use a calm tone, modelling to a child how they can self-regulate. This strategy has been

found to help children to feel calmer and better understand emotions, and to learn to regulate, improve and take ownership of their behaviour. The approach supports practitioners to be more sensitive to pupils' needs, to create more consistent responses to pupils' behaviour, and to feel more 'in control' during incidents.

Other benefits of Emotion Coaching include:

- Improved positivity, resilience and responsibility taking
- Better behaviour management
- Greater respect and courtesy towards staff and each other
- Increased empathy
- An understanding of how to make wrongs right

What Emotion Coaching means in practice:-

<b>Step 1</b>	<b>Recognising, empathising, soothing to calm</b>	"I understand how you feel, you are not alone."
<b>Step 2</b>	<b>Validating the feelings and labelling</b>	"This is what is happening; this is what you are feeling."
<b>Step 3</b>	<b>Setting limits on behaviour</b>	"We can't always get what we want."
<b>Step 4</b>	<b>Problem-solving with the child/young person</b>	"We can sort this out."

Staff at Pool Hayes Primary have completed Emotion Coaching training, delivered by Walsall Virtual School as part of the Walsall Attachment Aware and Trauma Informed Schools Project.

For many pupils, the addition of visual prompts can aid communication particularly when they are in a heightened state of emotion. **Please see Appendix 1.**

### **Behaviour Outside School:**

Schools have the power to discipline children for misbehaviour outside of school, in some circumstances. Children can be disciplined for unacceptable behaviours outside the school gates when:

- They are taking part in any school-organised or school-related activity
- They are travelling to or from school (wearing school uniform or in some other way, identifiable as children at the school)
- Their behaviour poses a threat to other children or members of the public which could adversely affect the reputation of the school and put others in danger

### **Use of Reasonable Force (Positive Handling):**

All school staff in charge of children have the legal power to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

More information about the use of force can be found in the following Department of Education guidance 'Use of Reasonable Force in Schools' <https://www.gov.uk/government/publications/useof-reasonable-force-in-schools>.

### **Risk Assessments:**

Once a child displays a risky behaviour it then becomes a foreseeable risk. This means we must make a plan for how we reduce the risk of it happening again, through proactive and preventative strategies as well as reactive/crisis management strategies. If the foreseeable behaviour means the child may require positive handling, this will be detailed in the plan. All staff, Parent/Carers and the child will sign the plan to show that everyone understands and is in agreement with the plan.

### **Searching and Confiscation:**

If staff believe that a child is in possession of an object that has been or is likely to be used to commit an offence, cause personal injury or damage to property; they have the power to confiscate, retain or dispose of a child's property, so long as it is reasonable in the circumstances. This should never be carried out by one member of staff; a member of the SLT must be present. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in 'Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **Internal Suspension:**

Internal suspension is an internal process within the school and is used when the objective is to remove the child from class, not from the school site, for disciplinary reasons. It may be a formal process within the school but it is not a legal suspension so suspensions legislation and the department's guidance on exclusion from school does not apply.

An internal suspension is part of a stepped approach to responding to unacceptable behaviour and it serves as a step before an external official suspension.

### **Suspension from the school site:**

Only a Head Teacher (or in the absence of the Head the most Senior Teacher who is acting in that role) can suspend a child and this must be on disciplinary grounds. In every instance where a child is sent home for disciplinary reasons, head teachers must formally record and specify the length of the suspension.

Unlawful suspensions 'Informal' or 'unofficial' suspensions, such as sending children home 'to cool off' are unlawful, regardless of whether they occur with the agreement of parents or carers. If a child is sent home in response to a breach of discipline, even for a short period of time, this must be formally recorded as a suspension.

The different types of suspension/exclusion are:

- A **fixed term suspension** is for a specific period of time. A child may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). In exceptional cases, usually where further evidence has come to light, a fixed period suspension may be extended or converted to a permanent exclusion.

Children whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. A suspension that takes place over a lunchtime would be counted as half a school day.

- **A permanent exclusion** involves the child being removed from the school roll. However, the head teacher must not remove a child's name from the school admissions register until the outcome of the Independent Review Panel (if this route is followed by parents).

A decision to exclude a child permanently should only be taken:





"In response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school". (Taken from the Department of Education's Suspensions and Exclusions Guidance September 2022)

If a Looked After Child (LAC) is at risk of exclusion then the child's social worker must be notified (contact the Virtual School for further guidance or through Schools Net 'Children in Care Protocol'). Following a suspension/exclusion, the child's social worker must be contacted.

## Appendix 1

The following cards can be used with children as visual prompts to support a restorative approach to behaviour. Response to the prompts are colour coded so pupils can select the pictures they best feel fit their situation.

### Repairing when things go wrong

 What happened?	
 How were you feeling?	
 How can we make it right?	
 What can we do next time?	

