



POSITIVE BEHAVIOUR POLICY



Article 28 - Children have a right to an education. Discipline in schools should respect children's human dignity.

Article 29 – Education should develop children's talents, ability and personality. It should help them develop respect for others.

Article 28 – Children have a right to an education. Discipline in schools should respect children's dignity.

Article 29 – Education should develop children's talents, ability and personality. It should help them develop respect for others.

OUR VISION STATEMENT

- We are a Rights Respecting School that promotes and ensures all children have their rights respected.
- We are a happy school community that respects and cares about people and the environment in which we live.
- We are proud of our diverse and rich heritage and we will give all children the confidence, imagination and will to succeed in life and contribute to society.

AIMS FOR BEHAVIOUR AT Pinner Park Junior School

- To teach respect for ourselves and each other and how to show respect. We treasure those things we have in common and celebrate our differences.
- To develop positive relationships with pupils, staff and parents.
- To ensure a consistent, positive approach to behaviour management throughout the school day, including school clubs held out of school hours.
- To provide children and staff with an environment that inspires and promotes the 'Learner for Life'.
- To ensure children understand and develop learning behaviours for success.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To praise and reward effort, good progress, Learner for Life behaviour and attitudes.*
- To establish clear procedures for identifying, sanctioning and managing unacceptable behaviour.
- To encourage the active and early involvement of parents in supporting positive behaviour.
- Discipline in schools must respect children's human dignity (Article 28)

* (see Appendices for Learner for Life attributes)

SCHOOL ETHOS

Pinner Park Junior School is a Rights Respecting School, and this underpins the policy for promoting positive behaviour. We aim to ensure that behaviour in the school is of a high standard and that pupils have the necessary tools to manage their own behaviour as well as to respond appropriately to others.

Policy Reviewed – April 2018

To be reviewed – April 2019

- We promote an awareness of everybody's needs and aim for everybody to be valued in the community. Each child is aware of their rights and how to respect other people's rights. Children will help produce their Class Charter.
- We expect all adults in the school to model good behaviour . We expect everyone to take pride in their school, their class, their work, their environment and their relationships.
- We expect all staff to treat children fairly, consistently and sensitively. We ask them to listen, to hear both sides of a story and to help children find solutions to challenges in a supportive manner.
- We celebrate and praise children's achievements, success and hard work.
- We recognise and celebrate the diversity of our children and staff – 'pride in our heritage and confidence in our future'.
- We value parental support in working collaboratively to find solutions to behaviour management issues.
- All adults in the school use positive behaviour strategies, rewards and sanctions systematically and consistently.
- All adults in the school encourage and develop *'Learner for Life' behaviours* across the school to promote children's success. We expect pupils to respect their own learning opportunities and that of others so that everybody's right to learn is upheld.
- Pupils take responsibility for their own learning –concentrating, listening, working cooperatively with learning partners/ groups, self-assessing accurately, choosing a level of challenge that supports new learning and doing their best work. Adults and pupils prize effort and determination as the key to good learning and success, underpinned by a 'growth mindset' and positive attitude.
- Each class agrees their own class charter, which is displayed in the classroom to act as a reminder.
- To help the children become responsible for their behaviour, there are agreed consequences that follow when rights are disrespected. Staff remind children of their, and others', rights before the consequences are applied. When staff are worried about a child's behaviour, they will involve parents to try to sort out any problems.

THE PRINCIPLES FOR BEHAVIOUR IN THE SCHOOL AND THE SCHOOL CHARTERS

All members of the school community have roles and a duty of care in promoting and abiding by these principles and charters.

The principles for behaviour in the school have been agreed by the whole school community. They are:

- ❖ RESPECT THAT EVERYONE COMES TO SCHOOL TO LEARN
- ❖ RESPECT EACH OTHER'S DIFFERENCES
- ❖ RESPECT EACH OTHER'S SAFETY

- ❖ RESPECT THE ADULTS IN THE SCHOOL
- ❖ RESPECT THE SCHOOL ENVIRONMENT

These are the principles that inform the three charters in the school:

- the classroom charter
- the lunchtime charter and
- the playground charter.

The classroom charter is agreed by pupils at the start of each year in collaboration with the class teacher and learning assistant; the lunchtime and playground charters are discussed and understood. These charters include the rights of everyone in the school and actions needed to ensure all rights are respected.

WHAT CHILDREN CAN EXPECT OF STAFF

- We believe that excellent teaching and learning promotes positive behaviour, therefore all teaching is underpinned by the school's Teaching and Learning Policy.
- At the start of each year devise a Class Charter to focus on the Rights of that class and how they will be respected, to ensure a positive working and learning environment; which promotes a positive ethos that respects everybody's rights.
- To be aware of the social, emotional and learning needs of the children in the school.
- To know they will be treated fairly and consistently when they have disrespected rights or charter agreements. They will be listened to and expected to explain their actions.
- The classrooms and playgrounds will be positive and stimulating environments.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school.
- To be given help and support to develop excellent learning behaviours.
- Circle Time will be used to develop self reflection and self esteem.
- To take all bullying, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Pinner Park Junior School will never tolerate bullying of any form. Bullying is abusive behaviour, which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying.
- Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated in the school. All instances are taken seriously, since they can damage the quality of life for the individual and the whole school community. Following an investigation, incidents will be recorded and referred to the Head Teacher who will contact the parents/carers of the child involved to discuss the incident, and appropriate sanctions given.

WHAT ADULTS IN SCHOOL EXPECT OF CHILDREN

- To treat everyone within the school community with respect and consider their rights, both as learners, teachers, adults and children.
- To follow the school's Charters – classroom, playground, lunchtime, school council - and behave appropriately. To know that sanctions will be put in place if rights are disrespected at any time during the school day.
- To make the most of learning opportunities by developing excellent learning behaviours and becoming responsible, successful learners.
- To listen to each other and to all the adults in the school and respect each other's feelings; to say what they think without hurting others.
- To attend every day, arrive on time, line up calmly, and enter school ready to learn, participate and play an active role in school.

PARENTAL / CARER SUPPORT

- To embrace and endorse a rights respecting attitude with their child/children
- To support the school in its Behaviour Policy.
- To talk to their children about the school expectations of work and behaviour.
- To encourage children to discuss problems.
- To attend parent's evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning.
- To ensure that their child attends school regularly and on time.

REWARDS

PPJS actively seeks to encourage positive behaviour within the school environment.

Friday Achievement Assembly

- Gold Certificates - Every week class teachers nominate and celebrate the achievements of a member of their class. These achievements may be academic, social or emotional. Other members of staff may also nominate individual children. These achievements are described in the assembly and each child receives a certificate from the head teacher which states the achievement.
- Pinner Citizen Housepoints – these are awarded for progress; learning behaviours; citizenship.
 - Houses names and colours are:
 - Jubilee – white
 - District – green
 - Piccadilly - blue
 - Circle – yellow
 - Central – red
 - Examples of how to earn Pinner House Points: see 'Pinner House Points Guide' at the end of this document
 - Pupils will be put into Houses (tubeline names) when they arrive in Year 3. House captains will be elected, points will be gathered each week and the winning house

celebrated on a display, the winning house at the end of each term will be rewarded with a mufti day wearing house colours

- Individual points add up to Pinner Citizen Awards
 - 25 points – blue certificate; 50 points – red certificate; 75 points – silver certificate; 100 points – gold certificate (silver & gold awarded at whole school assembly)
- Celebration Assemblies – eg. Creative curriculum week
- Headteacher Awards – awarded for exceptional work or progress. Pupils are sent to the HT by the class teacher or support staff and names published in school newsletter
- Termly Governors' Awards
- Regular communication with parents, including positive and constructive comments made in Home School Link Books.
- Sharing special achievements that occur out of school

Levels of Behaviour and Consequences

When a child exhibits disrespectful behaviour they are encouraged to:

- reflect on their actions;
- contribute to which level of behaviour it may have been and the linked consequence.

Reflection and participation in the decision making for appropriate consequences encourages self-responsibility and develops understanding of impact on their learning/ others.

Levels of Behaviour

The school operates under a system of:

Little Trouble - non-serious actions that generally affect the individual and provide no harm or danger to those around them

Medium Trouble - Encompasses repeated **Little Trouble**, or actions that are irresponsible or affect others

Big Trouble - Acts of aggression, continued **Medium Trouble**, endangering others, threatening or violent behaviour, verbal abuse

Serious Trouble - Serious acts of violence causing harm to others; deliberate and vindictive verbal abuse including racist abuse; continued and calculated bullying type behaviour

In the classroom

Immediate consequences -

Warning

Reminder of expected behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual, others)

Time out in own class

The child will be asked to sit on the thinking table. The child should be moved to sit on their own away from the other children (5 mins; 10mins; whole session).

Time out in 'buddy' class (prior agreed arrangement)

The child should be taken to another 'buddy' classroom, with work, where they will explain to the teacher the reason why they are there. They will remain there for 10-15 mins or until the end of the session (depending on the severity of the behaviour).

Time out with Senior Leader (Headteacher/ Deputy Headteacher)

If disrespectful behaviour warrants removal from the classroom because of repeated or severe disruption to other childrens' learning or a serious incident, every class has a 'red' card that can be sent to the Office and a Senior Leader will attend immediately to remove the child.

Serious Trouble

If significant behaviour or significant harm is caused deliberately to another child/ adult, the child responsible will be removed from the classroom immediately by the Headteacher/ Deputy Headteacher. An investigation will take place; parents will be contacted as soon as is possible. The victim will be cared for and supported; facts gathered and parents contacted as soon as is possible.

In the playground**Warning**

Reminder of expected respectful behaviour (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual, others)

Time out on playground

If disrespectful behaviour occurs in the playground, the child will be asked to sit quietly in the agreed place for a 'cooling off' period. One of the teachers in the playground, or a midday supervisor, will supervise them.

Immediate removal from playground

If a serious incident occurs, eg. Fighting, children are removed from the playground immediately without applying preliminary sanctions. The Class Teacher, as well as the Headteacher or Deputy Headteacher, are informed.

Wherever possible, a member of staff will spend time speaking to pupils about their poor behaviour in an effort to help them to appreciate the following:

Which rights were disrespected and why did it happen?

How did my behaviour affect others and how did it affect me?

What will I need to change so that the same thing doesn't happen again?

(Children will be given an opportunity to share their side of the story)

In the event of a serious incident resulting in serious injury or harm to another child; the incident will be referred immediately to the Deputy Headteacher or Headteacher. The incident will be investigated and consequences implemented and parents involved as soon as practicable.

If in the event of the most serious incidents, the procedures in Appendix A will apply.

Follow-up consequences

Recording on the school's electronic recording system (SIMS)

Repeated Little Trouble or Medium Trouble will be reported to the Deputy Headteacher or Headteacher. Children will report for Lunchtime Social Skills sessions with the Headteacher, Deputy Head Teacher or Inclusion Leader to work through the incident and agree on actions and support that will bring about changes in behaviour.

When a child's name appears in the book 3 times within a term, parents will be contacted and invited into the school to discuss their child's behaviour.

Lunchtime Social Skills sessions

This takes place on **Tuesday, Wednesday and Thursday** each week. Children should report to the Office. These sessions are used to encourage and develop respectful and considerate behaviour. It is important that class teachers use their professional judgment and their knowledge of pupils before asking a child to attend.

If a child is being sent for behaviour in the classroom, teachers should employ their classroom management techniques first, only using the Lunchtime Social Skills system if these are not successful. Communication with a senior leader about the incident/ incidences must take place.

'Blanket' sanctions should not be applied to groups or classes where a minority is at fault.

The Headteacher, Deputy Headteacher and Inclusion Leader will monitor repeat attendees at Lunchtime Social Skills sessions to establish if further support is needed.

Contact with parents

Informal contact with parents should be made where there are concerns. Eg. After school at home time, use of the Link Book when homework is missing, or a short note / call to highlight a concern.

A letter or phone call from the Headteacher should not be the first that parents know of a child's poor behaviour unless it is a serious incident.

If the child continues to behave in an unacceptable manner the Headteacher will telephone or write to parents and may ask to see them to consider how best to work together to bring about an improvement. If appropriate, the class teacher may already have spoken to the parents.

INTERNAL, FIXED TERM EXTERNAL AND PERMANENT EXCLUSIONS

Incidents which warrant internal or external exclusion are at the discretion of the Head Teacher and governing body. The child will be provided work throughout internal and external exclusions. The following will result in an internal and external exclusion.

- a serious attack on another pupil either verbally or physically,
- physically attacking a member of staff,
- verbally abusing or threatening a member of staff
- bringing in to school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the headteacher and in line with what is considered to be reasonable for primary aged children.

A child should receive a maximum of 2 internal exclusions within a school term then an external fixed term exclusion should occur.

PPJS is committed to working with parents and carers to find solutions to behaviour difficulties and ensuring that early intervention is put into place to ensure the risk of permanent exclusion is minimised.

If in the event of the most serious incidents, the procedures in Appendix A will apply.

Conclusion

In our school we support children developing respectful attitudes and behaviour. When a child presents disrespectful behaviour we work to support the child in understanding how their behaviour affected their rights and others' rights.

This Policy has been agreed by the Chair of Governors

Signed _____

Date _____

Review

Date of next review April 2019

Links to further policies: Home School Agreement
Anti-bullying Policy
Anti-racism Policy

APPENDIX A

Procedures for dealing with the most serious behaviours:

Anti-social behaviour of a serious nature is reported immediately to the Head. In deciding whether behaviour warrants reporting to the Head or Deputy Head, staff will take into account the age of the child/ren.

In-School Procedures

- Always listen carefully to the child/ren - report all serious incidents immediately to the Headteacher/Deputy Headteacher.
- Staff will write an account of the incident from the perspective of the child/ren concerned.
- A record of action taken is made on the incident record and this is filed.
- Parents are informed in writing of the incident and actions taken.
- Appropriate sanctions are used eg missing play, writing an apology, making reparation.
- Support children who have bullied/abused to understand their affect impact on their victim ie put him/herself in the other person's shoes.
- Explore with both children how they could have dealt with the situation differently.
- The details of the incident will remain confidential to the school and the parents unless further disciplinary action is necessary (i.e. in the event of an exclusion).
- In the rare event of an extremely serious incident eg physical aggression of a degree that might seriously injure a child, physical or verbal abuse towards a member of staff, exclusion procedures will be immediately implemented. In the first instance a child will be excluded in line with legal requirements.

In the event of a child being seriously injured by another child:

- Report the incident to a senior leader immediately
- Senior leader to:
 - Ensure the welfare and care of the victim is a priority
 - Contact parents immediately; provide advice re medical attention if needed
 - Remove the child responsible from the playground/ classroom until it is established what happened.
 - Organise to speak with witnesses and gather all relevant information as soon as is practical or ask another senior leader to investigate as soon as is practical.
 - Headteacher (or in the absence of the headteacher, the Deputy Headteacher) to make a decision regarding consequences according to Behaviour policy and DfE guidelines
 - If the decision is exclusion – notify parents of aggressor/ organise exclusion letter which explains incident; reasons for exclusion and length of exclusion and date for reintegration meeting.

- Notify Chair of Governors

Involving parents in procedures

- For instances of very serious behaviours, for example, a serious fight or bullying, serious racist incident or an incident where a child/ adult is seriously hurt, parents will be contacted immediately and invited to come to school.
- Should a child be involved in several such incidents in any one term, the Head will ask to meet the child's parent/s in order to discuss further actions. At this meeting, which will be minuted, the Head will advise the child's parent/s that should such serious incidents of anti-social behaviour continue exclusion procedures will be implemented.

Exclusion procedure

- "Internal exclusions" (or Isolations), whilst a formal process under the School's Behaviour Policy, are not legal exclusions to which the law on exclusions applies.
- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The law allows a pupil to be excluded for one or more fixed periods, provided that the total number of days of exclusion do not exceed 45 school days in any one school year.

Exclusion is an extreme sanction and is only administered by the Head teacher (unless the Deputy is deputising in the Head teacher's absence).

Alternative strategies to exclusion are always used if possible. A Pupil Support Plan is drawn up if a pupil is at serious risk of permanent exclusion or disaffection. This will be led by the Inclusions Manager.

A permanent exclusion may be considered if:

- It is the final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.
- It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.

The decision to permanently exclude a pupil will be taken in the following circumstances:

- In response to a serious breach or persistent breaches of the School's Behaviour Policy, or
- If allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Giving notice:

If exclusion is needed, notice will be given immediately, ideally by telephone or in person.

This will be followed by written notice, confirming:

- The precise period and reasons for the exclusion.

- The parent's/guardian's duties during the stated exclusion period. During the course of a fixed term exclusion where the pupil is to be at home ie external exclusion, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is the parent's/guardian's responsibility.
- The parent's right to make representations to the governing body and how the pupil may be involved in this.
- The person the parent should contact if they wish to make such representations.
- The arrangement made by the school to set and mark work for the pupil during the period of exclusion.
- If relevant, details of the reintegration interview.
- If need for exclusion occurs in the morning session and needs to take effect in the afternoon, notice must be given to the parent before the start of the afternoon session.
- If the need for exclusion occurs in the afternoon and needs to take effect the next school day, notice to the parents must be given before the start of that day.

The head must inform the governing body if a pupil's exclusions total more than 15 days in any one term.

School's responsibility:

- If a pupil is excluded for a fixed period of more than five school days, the school will arrange suitable full-time education for him/her from the sixth school day.
- If a "looked after" child is excluded, provision should be in place from the 1st day.

Reintegration Interview:

The Head teacher or Deputy Head teacher, in the absence of Head teacher, will arrange a reintegration interview with a parent and the pupil at the end of an external exclusion. This will be arranged for a date and time convenient for the parent and will be held on school premises.

For longer periods of exclusion the notice for a reintegration interview must be given no later than 3 school days before the date of the interview. For short fixed-term exclusions, the reintegration interview should occur on the morning of the day the pupil returns.

Parents will be expected to attend a reintegration interview following any fixed period exclusion. If they fail to attend, this will be recorded by the School.



How to keep our school happy and safe

- We have the right to a good quality education that develops our personal excellence (28/29)
- **We will try our best at all times**
- We have the right to be helped (39)
- **We will ask for help and help others**
- We have the right for people to be kind to us
- **We will be kind and show good manners**
- **We will talk it out to sort it out**
- We have the right to have our own beliefs (12/14)
- **We will respect the beliefs of others**
- We have the right to say what we think(14)
- **We will listen to adults and do as we are asked**
- **We will listen to others and take turns; and think before we speak with kindness and respect**
- We have the right to a safe school.
- **We will treat each other in a way that keeps us all safe.**
- **We will tell, tell, tell if someone hurts us or treats us in a disrespectful way.**

Consequences

When respect is shown:

- We have a happy and safe school.
- We learn.
- We earn praise and encouragement.
- We earn 'Pinnners'. (stars & raffle tickets system)
- We earn Gold Awards.
- We earn a mention in the 'Headteacher's Mentions Book'.

When disrespect is shown:

- A rule reminder – warning.
- Little Trouble – 5-10 mins time out
- Medium Trouble – 1 day Lunchtime Social Skills
- Big Trouble – 3 days Lunchtime Social Skills
- Serious Trouble –
 1. Fixed term internal exclusion;
 2. Fixed term external exclusion;
 3. Permanent Exclusion

Little Trouble

(It is resolved on the playground eg. reminder, talking, time out. Written down only if pupil is given time out (eg. walking with teacher/SMSA, sitting in a designated spot).

- Non-serious actions that generally affect the individual and provide no harm or danger to those around them. Eg.
- Teasing without the use of bad language or violence eg. "I'm not your friend".
- Not listening to teacher/dinner lady instructions
- Interrupting or upsetting other people's games
- Argumentative behaviour
- Playing in toilets
- Going into classrooms/cloakrooms

Medium Trouble (1 day Lunchtime Social Skills- all teachers' decision)

Encompasses repeated **Little Trouble**, or actions that are irresponsible or affect others. Eg.

- Teasing - calling names
- Bullying - name calling, 'gangs', swearing
- Out of bounds - repeatedly going behind mobile huts or in corridors/ classrooms
- Non critical fighting eg. pushing, shoving
- Playing in toilets - climbing or making a mess
- Stealing
- Damaging school property (eg. Playground equipment etc)
- Running from a teacher and refusing to come
- Careless play endangering others

Big Trouble (3 days Lunchtime Social Skills- SLT decision)

Acts of aggression or violence, continued **Medium Trouble**, endangering others, threatening or violent behaviour, verbal abuse. Eg.

- Aggression- kicking, hitting, punching
- Out of bounds - out of school grounds
- Abuse of teacher - swearing, aggression
- Verbal abuse or damaging talk
- Dangerous behaviour - hurting another child, pushing children
- Refusing to obey a teacher - defiant behaviour
- Damaging school property maliciously

Serious Trouble

Internal exclusion; Fixed term exclusion; Permanent exclusion

- Serious acts of violence causing harm to others;
- deliberate and vindictive verbal abuse including racist abuse;
- continued and calculated bullying type behaviour

Pinners/House Points

A Guide

*Pinner*s awarded to children also double up as House Points towards their House; Pinners reflect the individual's achievement and progress towards their certificate goals, while House Points reflect a team effort towards a collective achievement.

While it is left to staff members' discretion, below is a guide to when and how many Pinner

s should be awarded to children:

Work of above expected quality

- 1 Pinner** for excellent work or effort
- 2 Pinner**s for outstanding work or effort
- 3 Pinner**s for phenomenal work or effort (should be very rare)

Rights Respecting/Consistent Good Manners

Children displaying a conscious effort to respect the rights of others, or who show exceptional good manners (e.g. opening a door for an adult) should be awarded **1 Pinner**.

Making Contributions in Class

If a normally very reluctant child makes an effort to make a valid contribution in class, or if a child makes a particularly astute or interesting comment or contribution, they should be awarded **1 or 2 Pinner**s.

Spellings

Children who learn their spellings and earn 10/10 on a test could be awarded **1 Pinner** – this is discretionary however, and if children are consistently earning 10/10, the challenge of their spelling weekly words may need to be reassessed.

Behaviour

Children should not be awarded Pinner

s for just behaving well (even those who usually do not) as this is an expectation of all children. However, children who do find behaving well to be difficult could be given a behaviour tracking chart, and upon reaching an agreed number of ticks, they could be awarded **1 Pinner**.

Regular Club Attendance

Children who regularly attend a club every week could be given **2 Pinner**s at the end of each half term for their consistent attendance.

Apart from work of “phenomenal” quality or effort, no more than 2 Pinnars should ever be given out on any one occasion, and never for children simply meeting the usual PPJS expectations.