



PERRY HALL PRIMARY BEHAVIOUR POLICY

Document Control Table

Title	Perry Hall Primary Behaviour Policy
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Document History

Date	Author	Note of Revisions
July 2021	CG	Page 5- 'How it Works' section updated: <ul style="list-style-type: none"> Children start the day on a blank Children given x2 verbal warnings
July 2021	CG	Page 7- 'Children that get it right'- if a child receives a gold card they earn a stick on their bookmark.
July 2021	CG	Page 10 – 'Recording, Monitoring and Evaluating Behaviour'- Red and Purple cards logged on ScholarPack and purple cards written up on CPOMs.
July 2021	CG	Appendix 1-5 updated with the rewards, sanctions and systems in place for the academic year of 2021/22.
July 2022	CG	Page 7- rewording of golden time section. Within the listings of sanctions- number 2 has been replaced with 'visual warning i.e. name of the board'.
July 2022	CG	Page 8 – addition of 'refusal to work' to the list of serious incidents/non negotiables = purple cards. Children to spend a period of time with the 'learning mentor' changed to 'with a member of SLT'.
July 2022	CG	Page 12- Addition Phase leaders, members of the SLT or ultimately , the Head, may then be involved and, if the concern remains, they should contact the school governors
July 2022	CG	Page 16- 'when assemblies restart' removed from the poster.
July 2023	CG	No changes

Rationale

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Perry Hall Multi- Academy Trust schools. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

Aims

The aim of the Perry Hall Multi- Academy Trust is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure. We aim:

- To teach children to think about their behaviour and to learn self- control.
- To give children the chance to make decisions about their work and play so they can learn about responsibility and independence.
- To teach children politely and fairly so that they learn to be polite and fair.
- To teach children to respect other people, their property, beliefs and feelings, essentially, to respect difference.
- To praise and reward good work, behaviour and attitudes. We will always reward improvement.
- To involve parents in all aspects of school life, including their children's behaviour.

A Positive Approach

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

Core Values

Each school has its own core values that have been devised by the children, staff, governors and parents of each school. They reflect the ethos and attitudes that define by each school.

All core values support the government's modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life.

The British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.

The Perry Hall core values can be found in **appendix 1**.

Expectations

At Perry Hall Multi- Academy Trust we will:

- As adults, treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
- Ensure that children are aware of the Core Values and that each class has its own Class Expectations.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Follow our Core Values.

Class Expectations

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the following principles:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property
- We are respectful
- Treat others how you wish to be treated.

As well as the Class Expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behaviour you are condoning it;
- You own your behaviour.

What we expect of children:

- To be polite – all adults, other children and visitors – and to respect the authority of the adult in charge.
- To listen to adults and each other in lessons and in assemblies, and to consider each other's' feelings.
- To travel around school quietly and calmly.
- To take a positive role in all classroom activities and to try as hard as they can.
- To wait their turn to talk to members of staff and to each other.
- To value and respect each other's work.
- To work and play co-operatively with each other.
- To tell the truth, to take responsibility for their own behaviour and not to make excuses.
- To accept a solution or consequence if they have done something wrong – not to argue or to get angry with the person sorting it out.
- To be able to say sorry when they have misbehaved or hurt someone and to recognise that this word signals a change in behaviour and mood.
- To care for the school and its equipment and to report any damage or graffiti they see.
- To feel responsible for giving a good impression of themselves and the school both within and outside the school.
- To follow and respect their Core Values

What we expect of the adults

1. To listen to children and to hear their point of view.
2. To be polite and to address children in a reasonable tone of voice.
3. To value all aspects of children's achievements.
4. To be as fair and consistent as possible if children have misbehaved.
5. To ensure the environment is safe.

6. To talk with children about things that go wrong; we want children to be able to explain why some things are wrong and why we have rules.
7. To create a positive environment in the classroom and playground.
8. To be in charge and maintain order so that everyone may benefit from a positive environment.
9. To supervise the playground well.
10. To trust their children and to care about them equally.
11. To treat all children as individuals and to take an interest in their lives. To see each day as a fresh start.
12. To follow, model and respect their Core Values.

Good to be Green

Good to be green behaviour system

We use the 'Good to be Green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'good to be green' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is for all staff easy to use and easy for children to understand.

How it works (Detailed triangle posters in Appendix 2)

Each class has their own chart with the children's names displayed. Each morning is a fresh start, all children starting on a blank card.

The class will agree their class rules during the autumn term – these should be linked to the school rules.

If a child breaks a class/school rule or shows inappropriate behaviour then a verbal warning is given. A second verbal warning will be given if the inappropriate behaviour continues. On the third incident the child's name is put on the board, on the fourth occasion, the name is underlined and Yellow Card is given. The yellow card is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back up the triangle to green.

If the behaviour continues then the child will go onto a red card which is placed over yellow card in the good to be green chart.

The consequence for a red card is outlined on the posters in appendix 4.

Parents will be informed if their child has received a red card verbally at end of day. SLT will be monitoring children that receive red cards to support them (e.g. talk to parents/report card/pastoral support if red cards become regular etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards.

Any red card in a day is recorded on a class chart and on individual scholar pack profiles which are monitored regularly by the SLT to identify any patterns of behaviour and if further intervention and support is needed.

However, please be aware that some inappropriate behaviours will go straight to a purple card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to the phase leader/Head of School and consequences are outlined in Appendix 5.

If a child continues a pattern of receiving red/purple cards, parents will become involved and an extra system put into place that will link into the 'good to be green' system.

The children that get it right

If a child has remained green all week, they will receive their full golden time at the end of the week, engaging in an activity of their choice.

If a child ends their day on a gold card, they will receive a sticker on their good to be green bookmark. Children aim to complete the front of their bookmark and then the back of them. Rewards are in place for each stage of this- these are outlined in the posters in Appendix 3.

(See display triangles in **appendix 2**)

If a child is not responding to the 'good to be green' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be green' system.

Rewards and Sanctions Overview

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

Rewards

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- 'Dip in the box'
- Sending good work to other staff members for reward or praise
- Special responsibility jobs

- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- First in line
- Star of the Week certificates
- Praise certificates

Golden Time

Golden time is as a result of consistently achieving Green on the Good to be Green chart. We sometimes build Golden Time into our curriculum. Children choose from a variety of activities organised within their classroom for a half hour session once a week. If red and purple cards are gained during the week, a proportion/all of the child's good to be green time will be lost- see posters in appendix 4 and 5.

Sanctions

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi-Academy Trust, it may be necessary to employ a number of sanctions to ensure behaviour is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that everyday is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules/expectations are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children – refer to traffic light system above)

1. Verbal warning
2. Visual warning (i.e. name on the board)
3. Yellow card given

4. Red card given and parent spoken to
5. Purple card is more serious and involves a meeting with parents and a report card started.
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a 'Time out' area under the supervision of the Learning Mentor, Phase Leaders (Assistant Head s) or Head of School.
7. Referral to S.E.N. Coordinator & liaison with other support agencies. (meeting with parents – if not already taken place)
8. Behaviour Contract
9. Internal Isolation
10. Fixed term exclusion – Lunchtime
11. Short fixed term exclusion from School
12. Long fixed term exclusion from School
13. Permanent exclusion from School

Serious Incidents (Purple Cards)

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing
- Refusal to work

Extremely poor behaviour must be reported to the Head immediately. A letter will be sent home or a phone call made to the parents. For instances of serious unacceptable behavior, a child may spend a period of time with a member of the SLT where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Fixed Term and Permanent Exclusions

Only the Executive Head teacher (EHT) or Head (or an acting Head of School) has the power to exclude a child from school. The EHT or Head may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The EHT or Head (HoS) may also exclude a pupil permanently. It is also possible for the EHT or HoS to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the EHT or HoS excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HOS makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.
3. Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

Procedures for Excluding a Pupil

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

Reintegration

A process of planned support and progress reviews is in place for all children following exclusion.

The EHT or HOS informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the EHT or HOS.

The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the EHT or HoS decision or to overturn it based on the evidence provided to them.

The Governing Body Discipline Committee

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised

Recording, Monitoring and Evaluating Behaviour

A termly report is produced highlighting the behaviours and an action plan is put in place to improve re-occurring behaviours and reduce the number of incidents.

To produce such a report the following documents and processes are carried out:

- Monitoring of logs for Red and Purple cards. These are recorded by on Scholar Pack and any purple cards or significant behavioural issues are written up as a CPOMS log. From this data we are able to identify trends and address any concerns.
- Incident logs are also used to record any behavior that is unacceptable and how it was dealt with.
- Report cards are also signed and recorded on CPOMs

Lunchtime Misbehaviour

The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. Red cards are reported the senior lunchtime supervisor.

Bullying

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there'
- Stares
- Teasing another child's family or culture
- Making fun of a child's work.
- Making threats

***We will not tolerate bullying at Perry Hall Multi- Academy Trust.
Repeated bullying will be treated very seriously and may result
in exclusion.***

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

Physical Intervention and Restraint (See Policy)

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head . If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

Racial / Sexual Harassment

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

Race Equality Policy

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education.

School aims to promote Race Equality through the strategies outlined within the Policy for Multi-Cultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

Monitoring Racist Incidents

Racist incidents are recorded on CPOMS and flagged as racist.

Pastoral Support Programme

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the Head and SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The SEN Coordinator will liaise with parents and external agencies as necessary.

Roles

The Role of School Council

The School Council consists of children from Reception – Year 6. School councilors wear special badges that identify them throughout the school.

As part of their duties the School Council discuss particular rules and their implementation. They also play a major part in deciding on activities that spread a positive message around the school. It is envisaged that they will play an important role in implementing the rules.

The Role of Parents

Parents have a vital role to play in their children's education. It is very important that parents support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to behave in a reasonable and civilised manner towards all school staff. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the school will be reported immediately to the Head who will take appropriate action.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. Phase leaders, members of the SLT or ultimately, the Head, may then be involved and, if the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The Role of Non-teaching Staff

All school staff have a responsibility to uphold the behaviour policy.

Non-teaching staff should ensure that children move sensibly and quietly through the school at all times helping to ensure a calm atmosphere in the corridors, classrooms and other school areas.

Children should be made aware that rough play and potentially dangerous behaviour in the playground is unacceptable.

Lunchtime Supervisors are in close touch with the class teachers and communicate with them about incidents of unacceptable behaviour at lunchtime.

The Role of Senior Leaders, Class Teacher and Support Staff

Perry Hall Multi- Academy Trust is aware that good classroom organisation is a key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

Teachers at Perry Hall Multi- Academy Trust are positive, enthusiastic and have high expectations of both learning and behaviour. They foster a sense of self esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting.

Teachers contribute to the Open Door policy for parents and carers. They deal with parental concerns in a timely, respectful, sympathetic and professional manner, involving senior staff as appropriate. Teachers expect that parents will behave in a reasonable manner towards them, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect.

It is the responsibility of the class teacher to ensure that the Class Expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time.

Role of the Head teacher/Head (Overseen by the CEO)

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head may permanently exclude a child.

Please also refer to the child protection and safeguarding policy when using this information. This policy will be reviewed by governors annually:

Role of the Governors

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head about particular disciplinary issues. The Head must take this into account when making decisions about matters of behaviour.

Appendix 1 Core values:

Our vision is to provide a secure and stimulating environment in which all children can learn effectively and reach their full potential.

At Perry Hall Primary School our entire ethos is centred around the Perry Hall core values which were created by our school council children. These values are an acronym of the word 'Grow' and they stand for:

- Go for it
- Respect everyone
- Overcome obstacles
- Welcome all

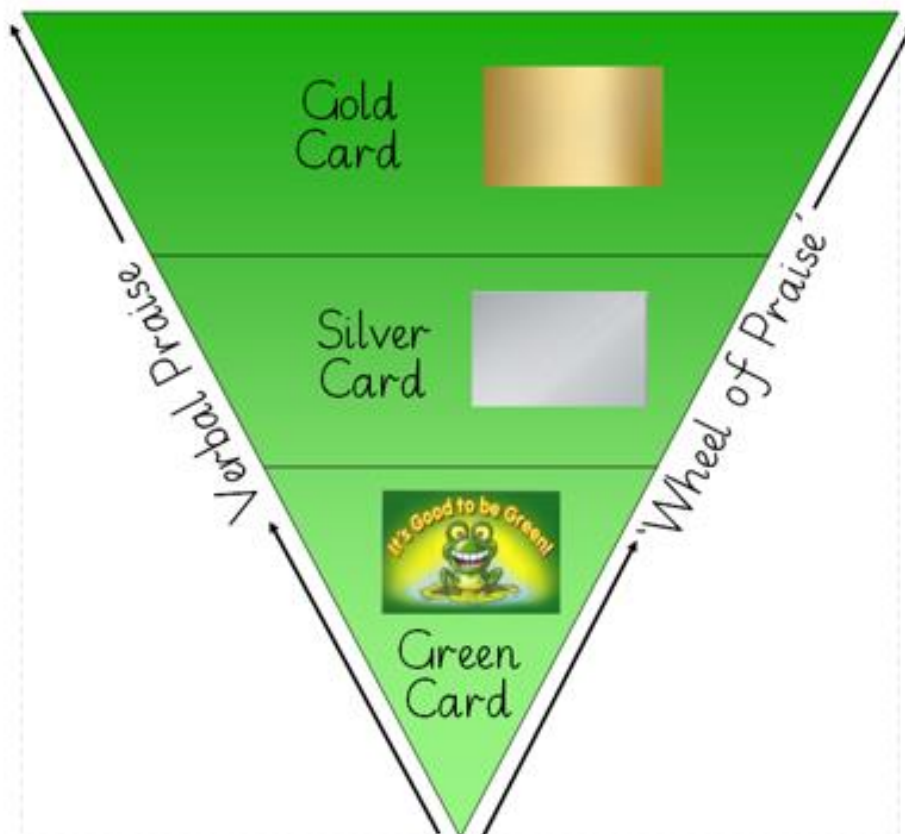


Through our core values we aim for all children to:

- Achieve their best in all areas of the curriculum
- Acquire knowledge, skills and attitudes relevant to the changing world in which they live
- Develop enquiring minds with motivation to learn
- Respect and value themselves, other people and the environment
- Be able to work on their own and in a team
- Take responsibility for their own actions and make informed choices
- Extend links between home and school

To achieve these aims we are committed to providing a broad and challenging curriculum. We also provide creative, innovative teaching and an investigative approach to learning, alongside stimulating learning environments across school. We have an ethos of support, challenge and encouragement to succeed and strong learning partnerships between school, home and the community. Achievements in all areas of school life are recognised and celebrated.

Appendix 2 - Perry Hall Primary Display Good to be Green Triangles



IT'S GOOD TO BE GREEN!



Appendix 3: Good to be Green Poster

IT'S GOOD TO BE GREEN

You can receive a 'Platinum Card' for going 'above and beyond' - you will receive a sticker on your bookmark, a certificate and a prize.



If you end your day on a 'Gold Card', you will receive a sticker on your bookmark.

When you have collected all of the stickers on the front of your bookmark, you will receive:

- a certificate
- a dip in the prize box.

When you have collected all of the stickers on the back of your bookmark, you will receive:

- an invite for your grown-ups to join us in a celebration assembly
- a certificate and a badge.



Places on the 'Wheel of Praise' are on offer at all times for showing a good attitude and lots of effort. At the end of each day, the 'Wheel of Praise' will be spun in each classroom and the winner will receive a dip in the prize box.



IF YOU ARE ALWAYS 'GREEN'
At the end of each half term, if you have managed to stay 'green' for that half term, you will receive a 'treat activity'.

Appendix 4: Red Poster

RED TRIANGLE

Warning Card

If you end your day on a 'Yellow Card', you will miss 5 minutes of your 'Good to be Green' time. (You will miss 5 minutes per yellow card received during the week).

If you end your day on a 'Red Card':

- 1) you will carry out 'reflection time' with a member of the leadership team at the end of the day
- 2) your parents/carers will be contacted
- 3) you will miss 10 minutes of your 'Good to be Green' time. (You will miss 10 minutes per red card received during the week).

Consequence Card

Appendix 5: Purple Poster

NON NEGOTIABLES

You will automatically receive a PURPLE CARD for:

- Deliberate physical contact (including retaliation)
- Swearing
- Racism
- Stealing
- Refusal to complete work



If you receive a purple card:

- 1) you will carry out 'reflection time' with a member of the leadership team at the end of the day
- 2) your parents/carers will be contacted
- 3) you will miss all of your 'Good to be Green' time.