



Philosophy

At Priestley Primary School we believe that:

'Education is not just about imparting factual knowledge. It is a broad brief that should encompass cultural understanding, social learning and development of empathy and compassion. The goal should not just be about creating competent workers but rounded individuals.'

Sir Ken Robinson

Principles

At Priestley Primary School we set out to focus on the spiritual, cultural, mental and physical development of the children. This policy will reflect how the positive ethos of the school will be supported, maintained and developed by valuing the principles that the school desires to develop both within the school itself, and also in the wider community beyond the school – honesty, respect for property, trust and fairness, self-respect and self-discipline.

At Priestley Primary School we know that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment in the school by encouraging:

- Respect for others;
- Self-discipline;
- Consideration for others;
- Helping others and receiving help;
- Relations and working in groups and teams, co-operation and competition;
- Understanding another's point of view and the principles that underlie it;
- Recognising and assessing the effects of, and implication of one's own and others actions;
- Handling and resolving conflicts, negotiation, assertiveness;
- Managing negative emotions.

Procedures

The pupils have agreed a set of criteria that primarily reflects good learning practice but also reflects the agreed behaviour Priestley pupils expect of each other in the classrooms. These expectations are tied to a character called Spikey; Spikey is a model Priestley Team Member that all pupils aspire to. To learn like Spikey the pupils have decided upon the criteria;

RESPECT FOR ALL

- | | |
|---------------------|------------------------|
| • Co-operate | • Stay focused |
| • Give it a go | • Think things through |
| • Share great ideas | • Take responsibility |

These criteria are displayed in each classroom and at strategic points around the school and result in the children enjoying 25 minutes of "WOW" time on "WOW Wednesday." Activities chosen by the children will take place across partner classes.

Children who are unable to follow the Spikey behaviours will work through the agreed sanctions (see below) before losing an agreed amount of "WOW" time – 2 minutes per red card in KS1 and 5 minutes per red card in KS2 – up to a maximum of 25 minutes. This will be recorded weekly on our Spikey behaviour charts, kept in our class behaviour folders. These charts will be monitored weekly by Mrs. Marsh-Ballard.

Where children demonstrate persistent poor behaviour choices, an Individual Behaviour Plan (IBP) will be agreed with the pupil, parent/s, class teacher and a senior member of staff. A set of agreed behaviour targets will be put in place & recorded/ monitored on a daily basis for an agreed period of time. There will be an expectation that the class teacher & parent meet at an agreed timescale during the running of the IBP to share the progress of the child against the agreed targets. Each IBP will be overseen by the nominated member of the senior management.

Rewards

To encourage children to keep to the school rules and show good attitudes in their learning and positive behaviour choices, we have a variety of rewards given:

- Verbal praise, written comments or stickers.
- House Points given for both good attitudes in their learning and positive behaviour choices.
- 9 Certificates increasing in value given for minimum of 25 House Points and presented in Celebration Assembly.
 - Merit Certificate for 25 House points,
 - Bronze for 50 House points,
 - Silver for 75 House points,
 - Gold for 100 House points,
 - Platinum for 125 House points,
 - Pearl for 150 House points,
 - Ruby 175 House points,
 - Emerald for 200 House points
 - Diamond Certificate for more than 225 House Points.
- Pride of Priestley Certificate for the pupil who earns the most House points at the end of the school year.
- Outstanding learning and/or behaviour to be proud of will be rewarded by a raffle ticket. A Raffle will be held termly and a Priestley prize will be presented in the final Celebration assembly of the term.
- A Celebration Book is kept in the main corridor where names are entered to reward/ acknowledge good attitudes in their learning and positive behaviour choices.
- Staff members will have 'Caught Being Spikey Cards' on them during the day to give out to children observed to be making really good 'Spikey' choices outside of the classroom environment. Once asked by the class teacher what the 'Caught Being Spikey' was awarded for, the child will redeem their card for two House Points back in the classroom and receive a Spikey sticker.
- A Spikey Note home will be sent by the class teacher for persistent good learning behaviours.
- A Post-card from the head teacher will be sent home for outstanding learning behaviours.
- Class teachers choose a pupil each week to receive a 'Star of the Week Award'. This pupil will have been an excellent Priestley team member by demonstrating good attitudes in their learning and positive behaviour choices.
- Class teachers will also choose a 'Secret Pupil' at the end of each day. These children will receive a sticker, lead the class line when coming down to assembly or leaving the classroom for playtime & be able to sit on a chair during carpet sessions the following day.
- Children will have a 25 minute "WOW" time taken on a Wednesday. This will be a reward for those children who have not received a red card that week. "WOW" time will take the form of partner classes working together to offer four activities for the pupils in the two classes to participate in. Those children missing time due to poor choices will be expected to join the activity they have chosen, but wait to participate.
- At the end of every day, time will be set aside to reflect on the day's choices, this is a time where the daily "Spikey Score" can be shared as well as the Secret pupil. "Daily Spikey Scores" will be displayed on the class Spikey Display.
- At the end of each term there will be a Priestley & Proud Assembly in which 3 pupils from each class are nominated as Star Learners. The parents of these nominated pupils will be invited to the assembly.

Sanctions

- Any 'non Spikey Choices' made in class will be followed up by a series of steps.
 - 1) 'The look', a non-verbal communication,
 - 2) Verbal praise to another individual making the right choice,
 - 3) Verbal Reminder directly to the child,
 - 4) Yellow card,
 - 5) Red card
 - 6) Think Tank – run by Mrs Marsh-Ballard – for children **who have lost all** of their "WOW" time.

- Children receiving “Red Cards” will miss 5 minutes of “WOW” time in KS2 and 2 minutes in KS1. These will be recorded on a weekly chart by the class teacher.
- Should a child refuse to co-operate then the class teacher will request the support firstly of the Key Stage Manager, then the Deputy Headteacher & then finally the Headteacher. At this point the Headteacher (Deputy Headteacher in his absence) may contact home and involve the child’s parent in helping to manage the situation to a favourable outcome, with the child returning to the classroom to continue their learning.
- Should a child receive a warning whilst in the support class they will be sent to a member of the SMT.
- A Behaviour Record Sheet (ABC) will also need to be completed. (Appendix 1) These will be collated at the end of each term in order to locate trends or patterns of behaviour. These may also be included in any referrals for support from outside agencies.
- Persistent poor behaviour choices can be sanctioned through the loss of minutes at play or lunchtime in the ‘Think Tank’. This will allow the child to complete a “Think Sheet” (Appendix 2).
- Unacceptable behaviour will be communicated directly to parents by the class teacher/Headteacher immediately or at the end of the day.
- If the poor behaviour choices continue, an IBP (Appendix 3) will be put in place by the class teacher in conjunction with the parent/carer & a nominated member of the Senior Management Team.
- Should the IBP not be sufficient in helping the child to address their behaviour choices, the review meeting will be attended by the Headteacher or in his absence the Deputy Headteacher to discuss future actions & the possible implementation of Fixed Term Exclusions.

Exclusion


As a last resort the Headteacher may need to implement a Fixed Term Exclusion. These will only be issued for extreme or persistent behaviours, such as proven incidents of serious damage, violence, verbal abuse or bullying. The school will follow National and LA Guidelines.

ALL SAFEGAURDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES.

(Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Physical Intervention, First Aid, Intimate Care, Health & Safety, Fire Safety, Safer Recruitment, Off-Site Visits, Whistle Blowing, Complaints Policies)

To be reviewed Autumn 2020

Appendix 1

| | | |
|--|--|---|
| Priestley Primary School ABC Behaviour Record Sheet | |  |
| Who | Where Classroom/ Playground / Hall / Shared Spaces/ Staircases | When Before Break/ Breaktime/ After Break/ Lunchtime/ Afternoon |
| Antecedent | Behaviour | Consequence |
| | | |
| <div style="display: flex; justify-content: space-between;"> <div> Completed by: Signed: </div> <div> Date: Date of incident if different: </div> </div> | | |

Appendix 2

Priestley Primary School Think Sheet



Name _____

Yr _____

Date _____



What happened?



What do you think you should have done?



What do you need to do to stop this happening again?

Do you need any help with this?

Appendix 3

Priestley Primary School Individual Behaviour Plan



| | | | |
|-----------------------------------|--------------|--|---------------------------|
| Child | Class | Start Date | Agreed Review Date |
| Key Staff Members Involved | | Agreed frequency teacher/parent catch up Daily / 3 x Week / Weekly | |

A Brief Description Of Current Behaviours Exhibited To Be Addressed As Part of I.B.P






| Agreed Targets | Agreed Actions | Agreed Success Criteria |
|----------------|----------------|-------------------------|
| Target 1 | | |
| Target 2 | | |
| Target 3 | | |

| | |
|--|---|
| Agreed Reward/frequency of reward |  |
|--|---|

| | | |
|-----------------------|----------------------|---------------------|
| Signed Teacher | Signed Parent | Signed Child |
|-----------------------|----------------------|---------------------|

Priestley Primary School Weekly Monitoring Sheet



| Pupil Name | | | | | <div> <div>Worked hard/Achieved targets</div> <div>Tried hard/almost achieved targets</div> <div>Didn't Achieve targets</div> </div> | | | | | |
|---|-----------------------------------|-------------|-----------|-----------------------------------|--|-----------|-----------------------------------|---------------|--------------|--|
| WEEK COMMENCING | Coming In/ Settling to Task | Session One | Breaktime | Coming In/ Settling to Task | Session Two | Lunchtime | Coming In/ Settling to Task | Session Three | Session Four | |
| MONDAY | | | | | | | | | | |
|  | Comments/Observations | | | | | | | | | |
| TUESDAY | | | | | | | | | | |
|  | Comments/Observations | | | | | | | | | |
| WEDNESDAY | | | | | | | | | | |
|  | Comments/Observations | | | | | | | | | |
| THURSDAY | | | | | | | | | | |
|  | Comments/Observations | | | | | | | | | |
| FRIDAY | | | | | | | | | | |
|  | Comments/Observations | | | | | | | | | |

| Review Meeting | | | | | | | | | |
|---|-----------------------|---|-----------------------|--|----------|--|----------|--|--|
| Date: | Who's Present: | | | | | | | | |
| <table border="1"><thead><tr><th>Targets</th><th>Review</th></tr></thead><tbody><tr><td>Target 1</td><td></td></tr><tr><td>Target 2</td><td></td></tr><tr><td>Target 3</td><td></td></tr></tbody></table> | Targets | Review | Target 1 | | Target 2 | | Target 3 | | |
| Targets | Review | | | | | | | | |
| Target 1 | | | | | | | | | |
| Target 2 | | | | | | | | | |
| Target 3 | | | | | | | | | |
| <table border="1"><tr><td></td><td>Actions going forward</td></tr></table> | |  | Actions going forward | | | | | | |
|  | Actions going forward | | | | | | | | |
| Signed Teacher | Signed Parent | Signed Child | | | | | | | |

