

**Priestley Primary School**  
**Behaviour Policy**  
2020-2021



## 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**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Co-operate</li><li>• Give it a go</li><li>• Share great ideas</li></ul> | <ul style="list-style-type: none"><li>• Stay focused</li><li>• Think things through</li><li>• Take responsibility</li></ul> |
|---|---|

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. At Priestley we believe to achieve like Spikey you must try to display the following characteristics in your attitude to learning:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Drive</li><li>• Determination</li><li>• Discipline</li><li>• Adaptability</li><li>• Competitiveness</li></ul> | <ul style="list-style-type: none"><li>• Time management</li><li>• Emotional maturity</li><li>• Focus</li><li>• Self-confidence</li><li>• Commitment</li></ul> |
|---|---|

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.
- Spikey points given for both good attitudes in their learning and positive behaviour choices.
- 9 certificates increasing in value given for minimum of 25 Spikey Points and presented in Celebration Assembly.
  - Merit certificate for 25 Spikey points,
  - Bronze for 50 Spikey points,
  - Silver for 75 Spikey points,
  - Gold for 100 Spikey points,
  - Platinum for 125 Spikey points,
  - Pearl for 150 Spikey points,
  - Ruby 175 Spikey points,
  - Emerald for 200 Spikey points,
  - Diamond certificate for more than 225 Spikey points.
- Pride of Priestley Certificate for the pupil who earns the most Spikey points at the end of the school year.
- Outstanding learning and/or behaviour to be proud of will be rewarded by a Spikey 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 a Spikey Sticker and a Spikey Ticket.
- A Spikey Note will be sent home 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 'Spikey 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 three pupils from each class are nominated as Star Spikey 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 & Mr Gibbens – 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 form) 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 and the possible implementation of Fixed Term Exclusions.

## Internal Exclusion

**Internal exclusions** are used to remove the pupil from class, but not from the **school** site, for disciplinary reasons. The **primary** reason for **internal exclusions** is to accommodate pupils who've been removed from a lesson at very short notice for disruptive behaviour. Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom.

An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for a fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: IBP to address specific behaviours causing a problem; support from the SENDCo etc)

## Temporary Fixed Term Exclusion

A temporary / fixed term exclusion is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy. 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.

## Permanent Exclusion

As a last resort the Headteacher may need to implement a Permanent Exclusion. A permanent exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Executive Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case. The school will follow National and LA Guidelines.

## COVID-19:

School staff will be asked to follow the same reminder system to explain to pupils why they must follow social distancing guidance and new school expectations for hygiene during this time. These expectations have been clearly communicated to both children & parents via a Pupil Code of Conduct & Parent Code of Conduct. (Appendix 4) Any

pupil who deliberately chooses not to follow the modelled expectations will be subject to the same consequences that we would use if another's safety, or their own safety, was put at risk – which could even result in exclusion, in the most extreme circumstances.

**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 2021**



**Priestley Primary School  
ABC Behaviour Record Sheet**

<b>Who</b>	<b>Where</b> Classroom/ Playground / Hall / Shared Spaces/ Staircases	<b>When</b> Before Break/ Breaktime/ After Break/ Lunchtime/ Afternoon
------------	--	---

<b>Antecedent</b>	<b>Behaviour</b>	<b>Consequence</b>

Completed by:	Date:
Signed:	Date of incident if different:

# 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?



# Priestley Primary School Individual Behaviour Plan

<b>Child</b>	<b>Class</b>	<b>Start Date</b>	<b>Agreed Review Date</b>
<b>Key Staff Members Involved</b>		<b>Agreed frequency teacher/parent catch up</b> 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
<b>Target 1</b>		
<b>Target 2</b>		
<b>Target 3</b>		

**Agreed Reward/frequency of reward**



<b>Signed Teacher</b>	<b>Signed Parent</b>	<b>Signed Child</b>
-----------------------	----------------------	---------------------

## Priestley Primary School Weekly Monitoring Sheet



Pupil Name					Worked hard/Achieved targets	Tried hard/almost achieved targets	Didn't Achieve targets			
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	
<b>MONDAY</b>										
	Comments/Observations									
<b>TUESDAY</b>										
	Comments/Observations									
<b>WEDNESDAY</b>										
	Comments/Observations									
<b>THURSDAY</b>										
	Comments/Observations									
<b>FRIDAY</b>										
	Comments/Observations									





**Priestley Primary School**  
**Parent Code of Conduct**  
**June 2020**



<b>Job Title:</b>	<b>Team member of Priestley Primary School</b>
<b>Responsible to:</b>	<b>Yourself, classmates, teachers, any other adults in school</b>
<b>Purpose:</b>	<b>To allow everyone to learn and be safe and well</b>

- ✓ I will not come to school if I have any coronavirus symptoms.
- ✓ I will not bring my child to school if they have coronavirus symptoms.
- ✓ I will always respect social distancing and stand 2 metres apart.
- ✓ I will not congregate with other parents at the beginning or end of the day in or around the school site.
- ✓ I will where possible only enter the school grounds on my own with only the child/children coming to school that day.
- ✓ I will only drop my children off and collect my child from the agreed designated points at the correct times.
- ✓ I will not enter the school building through any entrance- unless I have a pre-arranged appointment.
- ✓ I will ensure my child understands about the importance of cleaning their hands more often than usual - with running water and soap.
- ✓ I will help my child understand the importance of 'catch it, bin it, kill it' approach.
- ✓ I will encourage my child to not touch their mouth, nose, and eyes.
- ✓ I will encourage my child to respect other people's personal space.
- ✓ I will talk to my child about the importance of social distancing.
- ✓ I will share with my child the Pupil Code of Conduct.
- ✓ I will discuss with my child the symptoms of Coronavirus and share some of the resources suggested.
- ✓ When dropping your child off I will follow the signage around the school.
- ✓ I will not allow my child to bring anything to school (other than a lunchbox).
- ✓ All outdoor play equipment is out of bounds so please do not allow your children to use it.
- ✓ You will only be able to collect your children.

**Priestley Primary School**  
**Pupil Code of Conduct**  
**June 2020**



<b>Job Title:</b>	<b>Team member of Priestley Primary School</b>
<b>Responsible to:</b>	<b>Yourself, classmates, teachers, any other adults in school</b>
<b>Purpose:</b>	<b>To allow everyone to learn and be safe and well</b>

- I will tell an adult if I am feeling unwell.
- I will keep my hands to myself.
- I will allow everyone to have a personal space bubble around them.
- I will only enter and leave the building by the doors allocated to me.
- I will wash my hands regularly & follow any school instructions on hygiene.
- I will stay with the people in my 'Learning Group.'
- I will move around the school carefully & follow the instructions for social distancing, out of bounds areas & queuing.
- I will follow the expectations about sneezing, coughing, using tissues and the disposal of the tissues. ('catch it, bin it, kill it')
- I will avoid touching my mouth, nose and eyes with my hands.
- I will follow the rules about not sharing any equipment or other items including drinking bottles.
- I will follow any new expectations about breaks or play times, including where children may or may not play. (All play equipment is closed)
- I will only use the designated toilets for my 'Learning Group.'
- I will follow the signs about the numbers of children allowed in the toilets at once.
- I will flush the toilet after I have used it.
- I will wash my hands after using the toilet.
- I will make sure I cover my mouth when coughing or sneezing with my elbow.
- I will be like Spikey when I am at school.