

Pensby Primary School



Behaviour Policy

Mrs K Brown
Reviewed by staff
Updated

September 2008
November/December 2008
September 2010 / September 2011/September 2012/July 2013 / July 2014 /
December 2014/July 2015/May 2016/May 2017/October 2018 /Sept
2019/Sept 2020/May 2021/Sept 21

Policy Statement – Behaviour

Statement of Principle

Discipline and behaviour are essential ingredients of an effective school. The code of behaviour for the school is important as it promotes high personal standards, academic standards, integrity and tolerance. Good behaviour requires the active participation of all teaching and non-teaching staff, children, parents, governors and the wider community. The advantages of good behaviour reach across the whole school and bring benefits to everyone in the school community.

Purpose

At Pensby Primary School we promote the attitudes of self-discipline and responsibility in all children in a stress free environment where the ethos includes a willingness to care for others, a respect for the values and property of others and development of self confidence within individuals, enabling them to value themselves and others.

Aims

- To develop a calm, purposeful and happy atmosphere where children can grow personally, socially and academically within carefully managed language to manage behaviour;
- That all adults are consistent in our approach to managing behaviour across the school and boundaries of expected behaviour are understood by all;
- Staff know the agreed procedures for encouraging good behaviour and carry out their responsibility to manage it within the agreed policy;
- To place emphasis on the positive aspects of children's behaviour. Rewards and incentives are preferred to sanctions and punishments and an effect system of rewards is used to praise effort in work and behaviour;
- That children are praised in public and reprimanded in private wherever possible and conversations to reflect and review are given the time to be held fully;
- To encourage independence and self-discipline so that every child learns to take responsibility for their own behaviour;
- When appropriate to work closely with parents to improve behaviour;
- Everyone works collectively and with clarity of purpose towards encouraging positive behaviour;
- Pupils behave well, understand how to behave well and are proud of the standards they attain personally and academically;

Our core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes – we are all the main models for the children.

Adult behaviours create children's responses and behaviours

As a school community we will all work together to teach the children social skills (turn-taking, sharing, listening etc). We will teach them how to resolve conflicts peacefully and how to recognise and respond to a range of feelings. We will help the children understand what the consequences of their words and

actions are. We will teach them how to co-operate and collaborate with each other. We will do this while modelling a positive attitude towards differences and promoting equality for all.

Summary

Good behaviour is the expected norm and children should feel secure and happy in school. They should become increasingly aware of their responsibilities to themselves and to others, with moral and social values being understood and cherished. Staff, parents, governors and the community should work towards these valued goals for the children in a respectful, fair and equitable environment that is above everything positive.

Behaviour policy – policy guidelines

Equal Opportunity

All children should be treated fairly and consistently. There should not be higher levels of expectation for children according to sex, age or nationality. All problems should be thoroughly investigated before appropriate action is taken. Any incidents where children are the victims of unkindness linked to their race, gender, orientation or disability will be recorded separately and families are informed.

Prevent

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism. This means we have a responsibility to protect children from extremist and violent views. Most importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves. Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

1. Exploring other cultures and religions and promoting diversity
2. Challenging prejudices and racist comments
3. Developing critical thinking skills and a strong, positive self-identity
4. Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

Parental Involvement

The establishment of an effective working partnership between parents and the school is vital.

Teachers should work with parents:

- by meeting with them prior to the child's admission to school and establishing a positive working relationship;
- by listening, and responding to parental observations and views;
- by clearly explaining and justifying their actions;
- by sharing information with them about their child's progress and behaviour at school;
- by agreeing with parents, appropriate action to meet a specific need;
- by supporting parents when there are particular difficulties;
- by advising parents and providing information regarding help which is available to them;
- By arranging appropriate transition for pupils as they move through the school.

Raising Awareness of the Behaviour Policy

Pupils, parents, governors and staff all need to be made aware of the Behaviour Policy. This will be achieved through the annual review of the policy which involves all school stakeholders. The policy is available on the school website.

Pupil Awareness of the Behaviour Policy

The definitions of acceptable behaviour are regularly discussed with the pupils.

The views of the pupils will be recorded regularly in school pupil groups meetings. Further awareness of the Behaviour Policy will be raised among the pupils through PSHE lessons and activities, as well as through many other areas of the curriculum. At the beginning of every school year, the school rules and class rules are explored through assemblies and focus sessions during class lessons.

Parents/Carers Awareness of the Behaviour Policy

This policy is placed on the school website. Parents and carers are regularly asked for their opinions on how the school operates, including its Behaviour Policy, through questionnaires, face to face meetings, general discussions etc. Views are considered and amendments made to the policy where necessary (COVID saw this affected).

Behaviour for Learning

Clear structures of recognised outcomes have the best impact on behaviour. Good behaviour is recognised, appreciated and celebrated as well as on occasion rewarded. Praise for children is made public and permeates throughout the school. It is underpinned by the following rules that the children designed in 2009. They underpin the ethos of care and consideration expected in the school and form the basis for the work we do in promoting behaviour for learning;

1. Treat each other and the school with care and respect
2. Listen to adults who help you in school
3. Be honest, work hard and say 'I'll try'
4. Be careful and sensible moving around the school
5. Keep your hands and feet to yourself

We know that there is no perfect solution or behaviour system. It comes from building relationships in the school that are founded on respect, trust, fairness and understanding. This is hard work for everyone and in particular for the adults who must be the ones to set the example and model the best behaviours themselves. We also understand that for some children, following our behaviour expectations is beyond their current level of development. In this case those children will have bespoke positive behaviour plans with targeted sanctions and rewards to meet their needs.

Staff know the child's needs and personality and use professional judgement to adapt their approach to them so that they feel supported. For example some pupils do not internalise or fully understand that praising another pupils behaviour will enable them to adapt their own, and they respond to a more direct approach. Other children display anxiety that any mention of good behaviour will be suggesting they need to adapt their already good behaviour and they will need more support at these times. Children are individuals and whilst we strive to follow a 'one fit suits all' policy the reality is that if we truly know and respect our pupils, we will know which ones deserve and need a varied approach to support them.

Adult strategies to develop excellent behaviour

At Pensby, adults:

Identify the expected behaviour

Teach that behaviour
Model what we expect
Practice the behaviour we expect
Notice excellent behaviour
Create the conditions to demonstrate excellent behaviour

An essential part of this is how adults speak and the language they use. For example saying a child's behaviour has 'kicked off' is not helpful and does not demonstrate a calm and professional approach to the situation. Conversations need to follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged at the staff member's discretion.

Sanctions

Sanctions should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made clear that it is the behaviour that is unacceptable, and any sanction should address this and not be made personal to the child.

Our behaviour process

1. Reminder of expected behaviour
2. Final warning
3. Space to cool off / calming time (in class/ in another class/ in another designated space)
4. Follow up conversation to discuss the behaviour and enable all to move on positively

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the follow up conversation then the following guidelines should be used:

Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher (usually in that order)

Parents contacted (the method of contact will be proportionate to the incident)

Parents called to school

Internal Exclusion

Short Fixed Term Exclusion (1-2 days)

Longer Fixed Term Exclusion (3-5 days)

permanent Exclusion

Good behaviour is recognised sincerely through class and individual recognition systems that aim to make good behaviour about relationships rather than a transactional act. The reward for excellent behaviour give pupils a powerful incentive that enables all to feel good about themselves.

Being Consistent and routines

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school
- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or raising their voices unless necessary so avoiding becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be models and makes expectations on behaviour clear for all.

To further support the children in this consistent approach staff will;

- have clearly defined goals, which are known to children and parents;
- explain their actions in the imposition of rules, rewards and sanctions;
- promote positive relationships between all members of the school community;
- consult and co-operate with others when appropriate;
- actively listen and show respect for the views of children and parents;
- take appropriate action to help solve a problem immediately;
- provide challenging, exciting and meaningful learning activities for all children, which are matched to their practical needs;
- organise the classroom so that teaching and learning is effective and the environment is welcoming and allows children to feel secure;
- write constructive comments on children's work to move them forward; lessons and the start of school day employ sensitive grouping of children so that the self-esteem of the less able is not damaged; and encouragement whenever possible;
- nurture children's growing maturity and self-esteem;
- assess and record children's achievements so that they can be aware of their own progress;
- provide extracurricular activities, which enable children to develop their particular interests and skills;
- never resort to physical punishment;
- only physically restrain a child when their own or other child's or adult's safety is at risk;
- set a good example to children in the care of the school environment and beyond;
- consistently promote the rules about care and tidiness of the whole school;
- be punctual;

Routines in school are very important to all pupils and staff and it is essential everyone is consistent with routines;

- pupils and adults will be expected to demonstrate pride in their appearance and a high of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as 'eyes on me'. They may use the 'hands up' approach to call for quiet (this is used in mass gatherings in the school e.g assembly). Pupils are taught to stop what they are doing, turn to

face the adult to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.

- Similarly, adults may use the term ‘cinema seats’ indicating that children should turn themselves (or chairs as appropriate) to face a single direction. This may be combined with ‘eyes on me’ ensures that children understand that they need to be actively engaged in what the adult is doing and saying.
- Certificates, congratulations postcards and other positive messages (e.g. through Seesaw) will be sent home regularly by teachers and members of SLT to inform parents of good behaviour.
- Each class has its own board/display that praises the target behaviour for that day or week. Children will be recognised for their good behaviour. Children’s names will be moved onto recognition displays when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board

How staff deal with poor behaviour

Most incidents are minor and are usually quite common. They may include breaking one of the school rules. This is to be expected. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child’s physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child to ‘take time/ Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SIT if appropriate) should conduct a conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to review and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil.

Our Rules	Adult consistencies	Recognition	Routines
1. Treat each other and the school with care and respect 2. Listen to adults who help you in school 3. Be honest, work hard and say ‘I’ll try’ 4. Be careful and sensible moving around the school 5. Keep your hands and feet to yourself	Daily meet/greet Calm, consistent and fair Catch children ‘doing the right thing’ first!	Class recognition systems Class rewards Star of the week Good news postcards and messages Seesaw praise	Smart appearance Eyes on me/ hand up for quiet Cinema seats

WHOLE SCHOOL AGREED APPROACH

Gentle approach > use child’s name > down to child’s level > make eye contact > deliver message > walk away!

STEP 1 -REMINDER (reinforce rules, privately if possible):

I noticed you chose to... (state the noticed behaviour)

This is a REMINDER that we need to be ... (state relevant rule)-

You now have the chance to make a better Choice.

Thank you for listening. (Give the child ‘time’ to think and DO NOT respond.)

Example – ‘I notice that you’re running. You are breaking our school rule of moving carefully and sensibly around school . Please walk. Thank you for listening.’

STEP 2 - FINAL WARNING

I noticed you chose to... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child’s name) ... if you choose to break our school rules again, You leave me no choice but to ask you to move to /go the quiet area/time out space, etc.

Do you remember when... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take uptime' and DO NOT respond.)

Example – “I have noticed you are not doing your work. You are breaking the school rule of trying your best. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got finished? That is what I need to see today. Thank you for listening”

STEP 3 - SPACE TO COOL OFF: IN CLASSROOM

I noticed you chose to... (state the noticed behaviour)
 You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.

Example -I have noticed you chose to use rude words. You breaking the school rule of being caring and respectful. You have chosen to go and sit in the quiet area. I will come and to you in two minutes. Thank you for listening.

- Child sent to designated area of the classroom.
- 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.
- Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.
- If behaviour improves, return to class. If not or if child refuses, move to Step 4,

For regular occurrences:
 Discussion with member of SLT and/or SENCO: consider Behaviour Intervention.

STEP 4 - SPACE TO COOL OFF: IN ANOTHER CLASSROOM

I noticed you chose to... (state the noticed behaviour).
 You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end the lesson.

Do NOT describe the child's behaviour to other adults in front of the child

Example – ‘I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Mrs Duffy's classroom come and speak to you at the end of this lesson. Thank you for listening.’

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, move to Step 5.
- Record on graduated response

Regular occurrences:
 • Discussion with member of SLT and/or SENCO: consider Behaviour intervention and/or additional support.
 • Begin monitoring to identify areas of concern/possible causes/ appropriate targets.
 • Parents contacted by teacher to inform them that behaviour is a cause for concern.

STEP 5 - SPACE TO COOL OFF: SOMEWHERE ELSE

I noticed you chose to (state the noticed behaviour).
 I will now contact... and you will need to go to .../with them (tell the child who you will contact and where they will go (If previously arranged). I will come and speak to you at then the lesson / next break / end of the day.

DO NOT describe the child's behaviour to other adults in front of the child*

Example -I have noticed you have chosen to continue to use words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and peak to you at the end of the day. Thank you

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone wiithout causing further disturbance.
- Possible removal of a privilege / playtime.
- Teacher must provide work / activity for child to complete as soon as possible after removal.
- Record on graduated response

For regular occurrences
 • Discussion with member of SLT / SENCO / Head Teacher as appropriate.
 • Parents informed of withdrawal by teacher or member of SLT
 • Meeting with parents to investigate possible causes /alternative strategies i.e. parents working alongside

	child, reduced school day, etc. • Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc. Psych, etc.
--	---

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.

You need to:

3. Stand by other staff member
4. Sit on the bench
5. Go inside to..

I will come and speak to you in two minutes. (ENSURE YOU DO!)

CONVERSATION AFTER THE INCIDENT

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. **'hurt / upset for KS1 children'**)
6. How have they been affected?
7. **What should we do to put things right?**
8. How can we do things differently in the future

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

Remember that it is not the severity of the sanction that is important; it's the conversation to help move forward that has the most impact.

Unacceptable and Extreme Behaviours inclusion exclusion and isolation

Occasional some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. Children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships, with individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations.

The Headteacher does have the power to Exclude a child. This is avoided wherever possible and is extremely rare. The 'Schools Suspension and Permanent Exclusion' guidance will be followed for all exclusions. <https://www.gov.uk/government/publications/school-exclusion>

The governing board is legally required to consider the reinstatement of an excluded pupil if the parents (guardians) make a request within the time limit.

Pensby Primary does not have any rooms when children are placed in Isolation. In cases when all other behaviour management techniques have not been effective, or in cases that risk Exclusion, the Headteacher will seek wherever possible to seclude the child for a short of period of time. This seclusion usually takes place outside the office areas where the child can be cared for by staff. Parents are informed of this and given the opportunity to discuss the situation.

Dealing with an episode of extreme behaviour, a child may need to be restrained if they or mother person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on the graduated response.

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes. Exclusions will occur following extreme incidents at the discretion of SLT. A fixed term exclusion will be enforced under these conditions:

- Need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

Take incidents of violence toward staff very serious We also understand that staff are the adults in the situation and can use a 'common sense*' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Who defend themselves will have the full support of the Leadership Team and the Local Governing; Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person as outlined

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on the graduated response. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Rewards

As detailed in this policy positivity is essential. We also know that children respond favourably to the use of rewards. Rewards should be given both intrinsically (verbally) and extrinsically (physically). All professionals

at Pensby Primary School understand that a balance of intrinsic and extrinsic rewards is essential for children. Intrinsic rewards are plentiful at Pensby Primary School. All staff use intrinsic rewards as a natural part of their interaction with the children. The positive ethos of the school is founded on these intrinsic structures that the staff utilise. The children respond very positively to these intrinsic rewards and can often be seen adopting these strategies to reward each other.

1. Smiling
2. Listening
3. Verbalising approval
4. Talking to the child with a positive voice
5. Greeting the children warmly
6. using positive verbal praise in front of others

Children also need extrinsic rewards. Extrinsic rewards need to reflect the needs of the children and class. Children are extremely proud of their extrinsic rewards and want to 'show' them to their friends, other staff and their families.

It is good practice and expected that extrinsic rewards are used in every classroom. At the beginning of each academic year, the class teacher, alongside the children, develops their own class reward system which ensures that extrinsic rewards systems are utilised in each class across the school. The process of involving the children allows them to take ownership of their own behaviours and rewards systems and having different extrinsic reward systems in each class means that as the children pass through the school, the systems stay new, fresh and motivating. This individual class system also enables each type of extrinsic reward to reflect the needs of each class and child as they develop through the school.

Examples of these rewards include:

- Certificates
- Stickers
- Star of the week/day
- Extra playtime
- Earning team points
- Golden time
- Choosing where to sit
- Being given a special job

On a Friday, the whole school comes together to celebrate together as a school community. Whole school rewards are detailed below:

- 1 child from each class is awarded a Headteachers award certificate for something outstanding that their teacher or other teachers have recognised. This could be anything from displaying thoughtfulness or kindness to being polite to a visitor to overcoming an obstacle. These certificates are presented to the children then they are displayed in the entrance hall for one week. This is presented in the celebration assembly.
- Children are also encouraged to bring in their own achievements from outside school – music awards, swimming awards etc. These are also presented in the assembly.
- Once a week the whole school gathers to celebrate whole school team points. All the children are in a team. These teams are named after the 4 roads that surround the site – Kentmere, Ashlea, Kylemore and Penmon. Each week the whole school staff can give points to the children for good

behaviour. These are collected by the class teachers and in the assembly are added to the previous weeks. Rewards for each team are then given.

Whole school token rewards

The overarching reward system in the school is token based. All school teams have tokens and can reward children by giving them a token. For example Midday Assistants have purple tokens, admin staff have white tokens. Pupils know this and know that anyone in the school can offer them a reward token for good behaviour or work.

Records of Behaviour

The schools records the experiences and support the children receive on a system call The Graduated Response. Our Seesaw communication is used to celebrate what happens in school with families and the class or whole school community.

Special Education Needs

In additional to all the processes and procedures in this policy, teachers will consult with SEND Coordinator to produce behaviour plans where required. In some cases, parents and staff may agree to consult with the Special Educational Needs support services, such as the educational psychologist, school doctor or other services.

Malicious Allegations against staff

In the case of an Allegation about a member of staff, the Headteacher (or Chair of Governors in the case of the Headteacher), will inform the Local Authority Designated Officer (LADO) within 24 hours. Any actions will be followed in consultation with the LADO.

Role of the parent

Active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly. Arriving on time. Alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

COVID pandemic and other exceptional circumstances

There will be very rare circumstances when behaviour expectations may have to be suddenly changed in order to keep children, staff and site users safe. When this is the case, the school will follow national guidance wherever possible and will inform families of this new expectation in writing or via a direct message. During the pandemic staff will need to adjust this policy to suit the restrictions required under government guidance. This may include individual RAs for some pupils.

How does this all look in Pensby Primary School?

This policy details the procedures in our school. The table below demonstrates how this is put into practice. Items in bold and underlined show a whole school method.

What does this policy look like in School?

EARLY YEARS FOUNDATION STAGE	KEY STAGE 1 –YEARS 1 AND 2	KEY STAGE 2 – YEARS 3 AND 4	KEY STAGE 2 – YEARS 5 AND 6
REWARDS	REWARDS	REWARDS	REWARDS
<ul style="list-style-type: none"> • “whoosh” • First choice of activities • High five • Pot of gold • Super hero capes/masks • Marvin the monkey • Celebrating and sharing • Speak to family • Stickers • Verbal praise • Head teachers award • Outside achievements shared in school • Team points/tokens • Golden time • Seesaw celebrating class achievements 	<ul style="list-style-type: none"> • Positive reinforcement • ‘jobs’ and responsibilities • High five • Silent cheer • Sharing good work • Visual reward charts • Stickers • Verbal praise • Star of the week • Head teachers award • Outside achievements shared in school • Team points/ tokens • Golden time • Seesaw celebrating class achievements 	<ul style="list-style-type: none"> • Positive reinforcement • Star of the day • Visual reward chart • Double tick • Stickers • Verbal praise • Star of the week • Head teachers award • Outside achievements shared in school • Team points/ tokens • Golden time • Seesaw celebrating class achievements 	<ul style="list-style-type: none"> • Positive reinforcement • Star of the day/week • Visual reward chart • Double tick • Choice • Stickers • Verbal praise • ‘jobs’ and responsibilities • Head teachers award • Outside achievements shared in school • Team points/ tokens • Golden time • Seesaw celebrating class achievements
SANCTIONS	SANCTIONS	SANCTIONS	SANCTIONS
<ul style="list-style-type: none"> • Time out/time out of class • Loss of own time • Warning • Sad face/disapproval • Loss of golden time • Message on Seesaw and recorded on My Concern/Arbor • Sent to Head teacher • Sent to another class • Moved to a specific place in the classroom • Last choice of activity • Re-direction • Cloud • Speak to family 	<ul style="list-style-type: none"> • Sad face/Disapproval • Warning • Moved to a specific place in the classroom • Re-direction • Time out of classroom • Loss of own time • Sent to another class • Sent to Head teacher • Loss of golden time • Isolation from class 	<ul style="list-style-type: none"> • Time out of classroom • Loss of own time • Warning • Sad face/disapproval • Loss of golden time • Message on Seesaw and recorded on My Concern/Arbor • Sent to Head teacher • Sent to another class • Moved to a specific place in the classroom • Loss of lesson choice • Re-direction • Isolation from class 	<ul style="list-style-type: none"> • Time out of classroom • Loss of own time • Warning • Sad face/ disapproval • Loss of golden time • Message on Seesaw and recorded on My Concern/Arbor • Sent to Head teacher • Sent to another class • Moved to a specific place in the classroom • Loss of lesson points • Loss of team choice • Isolation from class
COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
<ul style="list-style-type: none"> • learning journey on Seesaw • positive behaviour comments on Seesaw • Negative behaviour comment on Seesaw – parents informed face to face • For some pupils who require it home/school liaison books – discussed with families 	<ul style="list-style-type: none"> • learning journey on Seesaw • positive behaviour comments on Seesaw • Negative behaviour cards on Seesaw –parents informed face to face • For some pupils who require it home/school liaison books – discussed with families 	<ul style="list-style-type: none"> • learning journey on Seesaw • positive behaviour comments on Seesaw • Negative behaviour cards on Seesaw – whenever possible parents informed face to face or via text message • For some pupils who require it home/school liaison books – discussed with families 	<ul style="list-style-type: none"> • Learning journey on Seesaw • positive behaviour comments on Seesaw • Negative behaviour cards on Seesaw – whenever possible parents informed face to face or via text message • For some pupils who require it home/school liaison books – discussed with families