**THE PIGGOTT
SCHOOL
Charvil Primary**

*'....to be a school which inspires and encourages the highest
achievement'*


**POLICY WITH REGARD TO BEHAVIOUR
LEADERSHIP**


**Date last reviewed:   Spring Term 2020**

**Responsibility:       Deputy Headteachers (Primary) and Lead Governor for Standards,
                        Achievement, Learning and Teaching**

**Review Period:        Annually**

**RATIONALE**

At The Piggott School: Charvil Primary, we hold our values of Courage, Respect, Honesty, Dedication, Equality and Love at the heart of our approach to behaviour and discipline. These core Christian values are used to promote positive behaviour for learning, as well as supporting pupils in developing the awareness, knowledge, understanding and leadership skills necessary to contribute positively to wider society as good citizens.

We use the term 'behaviour leadership' instead of 'behaviour management' as the latter suggests that it is adults who control the behaviour of the pupils. We believe that all pupils should be provided with the right opportunities to develop leadership traits and characteristics and this is linked intrinsically with their behaviour. We seek to help pupils to focus on positive actions which have a positive effect on themselves and others. These could be in relation to societal norms or conventions, or they could be personally and morally focused.

The main aim of our behaviour approach is to support our pupils in developing an understanding of their own self-worth and self-belief as we believe that every child has the right to grow up feeling positively about themselves and understanding that every single one of them can positively affect the world they live in through their actions.


**THIS POLICY WILL HELP THE SCHOOL TO FULFIL ITS AIMS BY:**


1. Ensuring excellent standards of behaviour and attendance are valued by parents, pupils, staff and governors as essential foundations for a creative and effective learning and teaching environment

2. Providing an environment where all members of the school community can thrive and feel respected, safe and secure and where pupils are prepared for adult life

3. Fostering a spirit of co-operation which appreciates individual differences

Approved by the SALT Committee: 10th February 2020
Noted by the FGB: 26th February 2020

**THE OBJECTIVES OF THIS POLICY WILL BE TO ENSURE THAT:**

1. Pupils are given opportunities to develop a strong sense of self-worth and a belief in themselves which enables them to demonstrate the highest standards of behaviour and respect for others.
2. Pupils are taught to have an understanding of the consequences of their actions and words on themselves, others and the learning environment.
3. Pupils understand and show through their actions, that bullying and discrimination of any kind is unacceptable and will not be tolerated.
4. Rewards and consequences are applied fairly and consistently.
5. Pupils learn that excellent attendance and punctuality are essential to their success in school and in life.

**FOR THIS TO HAPPEN THE GOVERNORS UNDERTAKE:**

1. To ensure that the school is a place where all individuals are encouraged to achieve, where self- discipline is promoted and excellent behaviour is the norm.
2. To expect the highest moral standards, and to not tolerate bullying or other anti-social behaviour.

## Building Self-Worth

Self-worth is an internal state of being that comes from self-understanding, self-love, and self-acceptance. We recognise that this is something which comes from within so we see our role as a facilitator in supporting pupils to find their self-understanding, self-love and self-acceptance. We do this by engaging pupils in challenging learning situations within a safe environment where they are free to make mistakes which support their learning and development.

## Pupil Leadership

We value the skills, experience, knowledge and views of the pupils at The Piggott School: Charvil Primary. There are opportunities to take on additional responsibility by standing for election for School Council and Eco-Council on an annual basis. Year 5 pupils also have the opportunity to be elected as Vice-House-Captain. In Year 6, all pupils are given a responsibility. These include: Librarians, Prefects, House Captains and Primary School Captains. Role descriptions are given to these pupils and a full application and recruitment process is undertaken to assign these roles.

## Engagement Strategies

We recognise the importance of pupil engagement at all times in order to create a learning environment where pupils can be inquisitive, creative and focused. According to Marzano, Pickering and Hefflebower (2011) a good model of engagement has four main strands;

1. Emotions - how do I feel?
2. Interest - am I interested?
3. Perceived importance - is this important?
4. Perceptions of efficacy - can I do this?

Teaching staff use this engagement model by ensuring that pupils emotional needs are met, the content of lessons is interesting, important and relevant and that pupils are motivated and have the skills, as described by Carol Dweck (2012) as a 'growth' rather than 'fixed' mindset, to solve problems and challenges which they are faced with.

## Standards of behaviour and responsibilities

In order to support pupils in developing the skills, knowledge and understanding necessary to contribute positively to wider society, we have a set of responsibilities and learning behaviours linked to our school values to nurture, enable and promote good citizenship from all pupils now and in the future.

| School Value | Our responsibilities | Linked learning behaviours |
| --- | --- | --- |
| Courage | We take risks and challenge ourselves in our learning<br>We stand up for what is right | Risk-taking<br>Resilience<br>Creativity<br>Goal-orientated<br>Open-minded<br>Cooperation<br>Listening |
| Respect | We take care of everyone and everything<br>We value the feelings of other people | Understanding consequence<br>Listening<br>Resilience<br>Empathy<br>Cooperation<br>Imitation |
| Honesty | We always tell the truth<br>We own up to our mistakes and we learn from them | Communication<br>Knowing strengths<br>Reflective<br>Self-awareness<br>Cooperation<br>Listening |
| Dedication | We work hard at all times and persevere when faced with challenges<br>We are inquisitive and seek to find answers and solutions | Problem-solving<br>Productivity<br>Solution-focused<br>Resilience<br>Listening<br>Inspiring<br>Motivating<br>Tenacity<br>Goal-orientated<br>Proactive<br>Cooperation<br>Imitation |
| Equality | We treat everyone how we would like to be treated<br>We celebrate our differences | Fairness<br>Empathy<br>Listening<br>Open-minded<br>Cooperation<br>Imitation |
| Love | We help others<br>We are always kind | Reflective<br>Inspiring<br>Listening<br>Motivating<br>Empathy<br>Cooperation<br>Imitation |

We recognise that children develop at different speeds and that behaviour leadership is a staged process. We use the progression model, seen in Appendix 2, to identify pupils' acquisition and development of these values, responsibilities and learning behaviours.

## Involvement of parents

The school works collaboratively with parents to promote excellent standards of behaviour through regular communication. Further information about this is detailed in the Rewards and Consequences section.

## Involvement of pupils

The pupils will be involved in reviewing the school's procedures to reinforce self-discipline and positive work and behaviour patterns. This is done at the start of each year. Discussion in classes will inform the deliberations of the School Council.  In particular the school will ensure that the needs of pupils with SEND and other minority groups are properly taken into account, and their participation in the consultation process is assured.

## Equal Opportunities

All rewards and consequences will be applied fairly and consistently and in accordance with the school's equal opportunities policy. In order to achieve a positive working environment for all, pupils are encouraged to exercise self-discipline and abide by the Pupils' Responsibilities. This appears in the table above and is part of the agreement signed by parents in the Piggott School Admission Agreement.

## Rewards

The Pupils' Responsibilites list is supported by a system of rewards to reinforce excellent behaviour and regular, punctual attendance. Rewards are much more effective than consequences in motivating pupils.  A wide range of rewards are used at The Piggott School: Charvil Primary to establish a climate where praise and encouragement far outweigh consequences.

**The reward system includes:**

Use of house points leading to certificates at 50, 100, 200, 300, 400 and 500 house points at milestones from 100 upwards.

Use of courtesy cards linked to the house system, to reward pupils who show kindness, courtesy and respect in their actions within or outside of their classroom.

Head Teacher certificates awarded weekly for work or behaviour reflecting the school's Christian values.

Praise and encouragement in lessons.

Praise and encouragement at lunchtimes, breaktimes or whenever the pupils are moving about the school.

Supportive and encouraging written comments, stickers or stamps in exercise books.

Charity notice board, recognising whole school efforts.

Celebration of success in assemblies and Newsletters.

Pupils who show good manners in the lunch hall may be rewarded by sitting on the top table on a Friday lunchtime.

Class rewards.

Approved by the SALT Committee: 10th February 2020
Noted by the FGB: 26th February 2020

## Behaviour Learning Conversations and Consequences

The behaviour leadership approach recognises that behaviour needs to be learned and will not necessarily just be acquired from the family home or previous settings. The school therefore sees itself as an integral part of the socialisation process for the young people who pass through. Children will only understand that some behaviours are wrong once they have been told. Some children will learn this more quickly and others will need reminders, particularly depending upon the external factors present at the time. When a child does something which they know is wrong, effective consequences will be used to rectify these behaviours.

Consistency is essential and all staff are encouraged to use reprimands sparingly and fairly.

Behaviour learning conversations are used at all levels of our staged process outlined in Appendix 1. A behaviour learning conversation is used in the same way a learning conversation takes place in the classroom - to identify the mistake and help the child to understand the consequences that it had.

With more serious actions such as rudeness, violence, damage, theft, abuse or bullying, immediate consequences (as outlined in Appendix 1) will be given alongside the behaviour learning conversation.

When working with pupils it is important to:

- Label the behaviour not the child
- Avoid escalating consequences quickly
- Allow take up time and accept small shifts towards carrying out your instruction
- Recognise that you don't know what the child is thinking
- Be reasonable and ask non-threatening questions to uncover the unknown
- Use a calm voice and body language
- Avoid whole group consequences

## Stages of Referral and Consequences

Stages are set out in **Appendix I** but the procedure can always be initiated at any stage depending on the severity of the incident(s) and stages can be jumped where necessary.

The use of consequences is monitored by ethnicity, gender, SEN, and disadvantage, and any pattern revealed leads to appropriate action.

## Additional Behavioural Support

Pupils who need additional support with their behavior will have access to the most relevant resources in the school to promote and support them. These may include, but are not limited to:

- Nurture
- Mental health support e.g. art therapy
- Report cards
- Behaviour Support Plans
- Referral to other agencies e.g. mental health, Behaviour Support Team

This support will be reviewed and modified as necessary to ensure it is effective for the pupil in question.

**Power to Use Reasonable Force**

Teachers are allowed to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order and discipline in a classroom. Reasonable adjustments may be made, as appropriate, for SEND pupils.

**Confiscation of Inappropriate Items**

Teachers do have the legal power to confiscate items and at their discretion retain them or dispose of them. The school does not have liability for damage to or loss of any confiscated items beyond their used replacement value.

**APPENDIX 1**

**Stages and consequences**

| Stage and consequence | Examples of Behaviour* | Possible Actions | Referral |
|---|---|---|---|
| **Stage 1**<br><br>**Initial recognition – at the very first sign of unwanted behaviour** | Low-level disruption e.g. off task behaviour; low level behaviour which does not reflect the school's values (not looking after school property, not fully engaging with learning; thoughtless comment about another pupil, etc) | A look, gesture or other non-verbal cue is sufficient | TAs<br>Teachers |
| **Stage 2**<br><br>**Verbal warning including a reminder about living the school's Christian values** | Minor distraction, further off task behaviour, further low level behaviour which does not reflect the school's values (using equipment inappropriately; potential risky behaviour; interrupting learning) | Verbal warning that an immediate consequence will be given if the misbehaviour continues.<br><br>Behaviour Learning Conversation | TAs<br>Teachers |
| **Stage 3**<br><br>**Missed playtime / lunchtime** | Failure to stop following warning.<br><br>More serious behaviour which does not reflect the school's values - verbal abuse to other pupils; intentionally hurting another pupil; intentional breach of the school's values | Behaviour Learning Conversation<br><br>Lose time at break / lunch time (amount at teacher's discretion)<br><br>Teacher to inform parents in the case of verbal abuse or children being intentionally hurt<br><br>If patterns emerge, referral made to Key Stage Leader.<br><br>Record in CPOMS. | TAs<br>Teacher<br><br><br>Parents informed if children miss minutes 3 times per half term<br><br>Key Stage Leader monitors formal consequences. |
| **Stage 4**<br><br>**Reflection time (with teacher or Key Stage leader)** | Where Stage 3 behaviour is repeated.<br><br>Where there is serious or continued disruption to the learning of other pupils.<br><br>Theft<br>Bullying<br>Racist / homophobic incidents | Behaviour Learning Conversation<br><br>Sent to the Key Stage Leader to complete work where necessary Teacher / Key Stage leader to inform parents.<br>Loss of break / lunch times<br>Report card or individual behaviour plan (IBP) implemented as required.<br><br>Fixed term exclusion | Teachers<br><br>Key Stage Leaders<br><br>Situation to be monitored by teachers and Deputy Headteachers |

Approved by the SALT Committee: 10th February 2020
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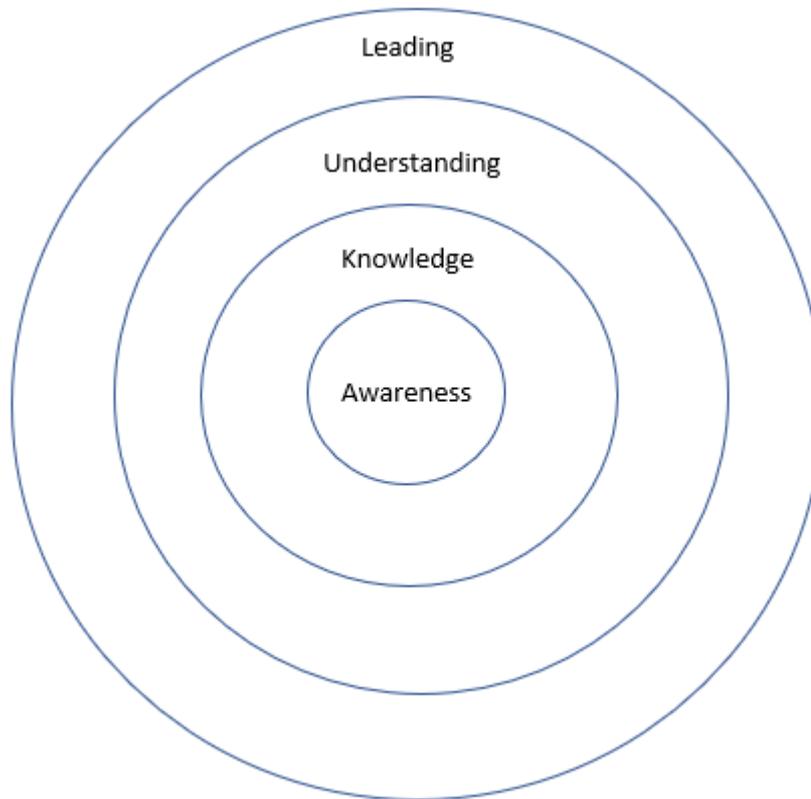| | | | |
|---|---|---|---|
| **Stage 5**<br><br>**Internal exclusion Deputy Headteacher** | Persistent Stage 4 behaviour<br><br>Serious actions with intent to harm<br><br>Any instance, or persistent instances where stages 1-4 are not deemed sufficient by the Headteacher or Deputy Headteacher | Behaviour Learning Conversation<br><br>Deputy headteacher to contact parents<br><br>Behaviour Support Plan implemented<br><br>Record in CPOMS<br><br>Fixed term exclusion | Deputy Headteachers<br><br>Headteacher<br><br>External support e.g. Behaviour support team / Foundry College |
| **Stage** 6<br><br>**Fixed Term Exclusion** | Persistent Stage 5 behaviour<br><br>Any instance or persistent instances which represent a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. | Behaviour Support Plan reviewed<br><br>Fixed term exclusion<br><br>Record on CPOMS | Headteacher<br><br>External support e.g. Behaviour support team / Foundry College<br><br>See DFE Exclusions guidance |
| **Stage 7**<br><br>**Permanent Exclusion** | Continuation of stage 6 behaviour<br><br>Any instance or persistent instances which represent a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. | Permanent exclusion<br><br>Record on CPOMS | Headteacher<br><br>See DFE Exclusions guidance |

*This list is not exhaustive, it includes only examples. The school will deal with each incident on a case by case basis.

Whenever exclusion is considered, the school will always comply with the DFE's statutory guidance on fixed term and permanent exclusions. See Exclusions Policy and link to DFE guidance below:

https://www.gov.uk/government/publications/school-exclusion

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**Appendix 2**

**Behaviour Leadership: a progression model**



**Awareness:**

I am aware of what I am doing.

**Knowledge:**

I know what I'm doing and how it will affect others.

**Understanding:**

I understand the positive and negative consequences of what I'm doing and can make choices based on this understanding.

**Leading:**

I can use what I understand to have a positive impact on the development of others at each of the previous stages.