

Prior Park Primary School Policy for Behaviour Management



Introduction

This document was reviewed during the Autumn term 2025 with all Teachers, Teaching Assistants, Lunchtime Staff and other school staff.

This policy will be reviewed in the Autumn term 2026

School Aims

We want our children to **believe** in themselves, **achieve** and **succeed**.

Our aims are

- To ensure all children have access to a broad, balanced and engaging national and locally relevant curriculum that fosters high expectations for all pupils.
- To provide a caring, secure and supportive environment where children can develop respect and belief in themselves, others and their surroundings and feel confident to express their individuality.
- To promote and inspire curiosity, resilience and independence within the children
- To value our community, the richness of other cultures and the world we live in
- To understand and promote the importance of being active and healthy

Our school is committed to Safeguarding and maintaining a culture of vigilance.

Rationale

At Prior Park Primary School, we seek to create a safe, friendly and secure environment which recognises the value of each person and the importance of respecting the differences and needs in each person. We promote values of respect and forgiveness. We aim to help children become positive, responsible and increasingly independent members of the school and community.

We want everyone in the school to feel valued and respected and to be treated fairly. We recognise that children learn respect by receiving it. We are a caring community, whose values are built on mutual trust and respect with an understanding of right and wrong; the confidence to acknowledge wrongdoing; the ability to forgive one another and the knowledge that it is possible to begin again.

This Behaviour Management Policy is designed to support everyone in school to live and work together, but the primary aim is to encourage good behaviour and prevent bullying and ensure everyone's safety. It is a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn in an effective and considerate way.

- ❖ We encourage good behaviour in our school in order to develop strong self-esteem, a healthy respect for others and a well ordered environment with a working atmosphere that is conducive to high quality and successful learning

- ❖ We aim, in each of our pupils, to develop self-control and nurture and encourage the ability to make wise and safe decisions
- ❖ We treat all children fairly and apply the guidance consistently
- ❖ We regularly remind pupils that if things go wrong because of disagreements, misunderstandings or lack of self-control, any of the staff are able and willing to listen and provide support, and we encourage this
- ❖ We aim to tackle bullying by trying to prevent it from happening in the first place and by dealing with it consistently, fairly and effectively when it does.
- ❖ The school aims to ensure that the children know the difference between bullying and simply “falling out”.

STRATEGIES FOR ENCOURAGING GOOD BEHAVIOUR

Pupils in Early Years, KS1 and KS2 have opportunities to set class rules with their teacher. These are displayed in the class and referred to on a regular basis.

School Rules

We expect everyone in our school to be ***‘Ready, Respectful, Safe’***

In our school:

- ☺ We will be kind and look after everyone and everything
- ☺ We will work together as a team.
- ☺ We will travel safely around school.
- ☺ We will listen carefully and follow instructions the first time.
- ☺ We will always try our best.
- ☺ We will be honest.
- ☺ We will have fun.
- ☺ We will not do or say anything unkind or hurtful.

This agreement for a happy school was devised by staff and children and serves as a reminder of what we consider to be good behaviour. We expect everyone in school to know and follow the School Rules to be ***‘Ready, Respectful and Safe’***

These are followed both in the school building and in the grounds. In this way everyone knows the standards of behaviour expected.

We expect positive behaviour from everyone in our school and we focus on praising children for effort, success and good behaviour. This includes

- ❖ Verbal praise and congratulation
- ❖ Each class recognises children’s efforts throughout each day by the awarding of team tokens.
- ❖ Child are sent to show other staff work they are proud of.
- ❖ Star of the Week may be awarded. One child from each class is selected as Star of the Week and they receive a Star of the Week postcard to take home.
- ❖ Team tokens are awarded to children in the four houses (Tweed, Bamburgh, Cheviot and Lindisfarne). At the end of each term, the team with the most team points is rewarded by choosing an activity in consultation with their class teacher.

OUR APPROACH TO INCIDENTS

Learners are held responsible for their own behaviour. Staff will deal with behaviour without delegating.

- ❖ We expect children to listen carefully to instructions in lessons and we expect them to try their best.
- ❖ A **reminder** of expectations is given privately to the learner. The teacher makes the child aware of his/her behaviour. The learner has a choice to do the right thing.
- ❖ A clear verbal **caution** is delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good behaviour to prove that they can make good choices.

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
 - b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
 - c. Tell the learner what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
 - d. Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.
- We resist endless discussions around behaviour and spend our energy returning learners to their learning.*

❖ **Time-out**

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- The learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning
- The learner is given a final opportunity to re-engage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful or if a learner refuses to go / take a time out then the learner will be asked to leave the room, with a member of staff to escort them to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Prior Park Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

What's happened?

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Reparation meetings, Leaders will support when requested.

- ❖ Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Prior Park Primary School, we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Actions that may be considered:

- ❖ If the learner persistently does not respond, we may ask them to move to a place nearer to the teacher or to sit on their own
- ❖ We may ask the learner to re-do a task or complete a task and this may mean they lose some of their playtime.
- ❖ During playtimes, the incidents will be dealt with as described above. The child/children will be given time out to cool down and for major incidents the child/children will be sent into the class teacher or a member of the leadership team.
- ❖ The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will ask a Teaching Assistant to escort the child to a quiet space for some time out from the situation. If the class teacher is alone in the classroom they will phone the office to summon support and/or send a sensible child to the office to request help.
If the child who is in crisis refuses to re-engage with their learning or leave the classroom the class teacher will escort the rest of the class to a safe space. A member of staff will remain with the child until they are calm.
- ❖ If a child threatens, hurts or bullies another pupil, the class teacher records the incident on a pink Behaviour Incident Form and noting what actions they took. This is then passed to the leadership team, so that the appropriate action can be taken.
- ❖ Some children due to their own needs will have an individual book kept by the class teacher, so other staff witnessing such behaviour can record this. If a child repeatedly acts in a way that disrupts or upsets others, the class teacher contacts the child's parents to discuss the situation, with a view to improving the behaviour of the child. If the behaviour continues an appointment will be arranged with the Head teacher.

Pupils who behave inappropriately either physically or verbally to one another or to a member of staff will be asked to discuss the incident with a member of staff. All involved have the opportunity to explain the events, recognise that they are responsible for their own behaviour and consider how best to put things right. Circle time may also be used to support and encourage pupils to develop skills in negotiation and resolving conflict and learn that reconciliation in our school means to forgive, forget, to have a fresh start and be friends again.

If a pattern of behaviour occurs, the school will consult outside agencies, e.g. Behaviour Support, Educational Psychologist. Further support for the pupil, parents, carers and staff will be put in place. If a pupil becomes a danger to him/herself, to pupils, staff, visitors or to property, a short fixed term exclusion from the school will be considered and undertaken if considered the best course of action.

BULLYING

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

<https://www.gov.uk/bullying-at-school/bullying-a-definition>

It is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

People involved are

- Those who are bullied
- Those who are witnesses
- Those who carry out the bullying behaviours

PREVENTATIVE MEASURES

- ❖ Through circle time activities, pupils are encouraged to develop skills in negotiation and resolving conflict and know that reconciliation in our school means to forgive, forget, to have a fresh start and be friends again.
- ❖ Staff training in positive behavioural strategies designed to reduce anxiety, risk and restraint
- ❖ Through PSHE lessons – focus on bullying, friendship, feelings, similarity and difference
- ❖ Discussion with our Choices4Growth counsellor
- ❖ Anti-bullying week activities

ACTIONS TO TACKLE BULLYING IF IT OCCURS

We aim to tackle bullying by preventing it from happening in the first place, and by tackling it consistently, fairly and effectively. The children regularly take part in activities that are preventative and which help all children understand what bullying is, how it feels and what to do if it happens to them or they see it happening to someone else. **In our school, children are also taught that falling out with their friends, or having a difference of opinion, is not necessarily bullying; we support them to repair their friendships.**

Our school rules – *Ready, Respectful, Safe* - are regularly promoted and discussed in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

WHAT PUPILS MUST DO

If pupils have been involved in a bullying incident (either receiving bullying, giving it or acting as a witness) they should be clear that they should share it with a member of staff immediately and that sharing is not telling tales, but a way to stop distress being caused to themselves or others.

The child responsible will be expected to discuss reconciliation as a means to forgive, forget, to have a fresh start and be friends again. This helps them to take responsibility for their actions and build a greater sense of responsibility and therefore reduce the likelihood of recurrence of similar acts in future

WHAT THE PARENTS MUST DO

We expect parents to share any concerns that they may have about their child's well-being. This includes any indication that their child is having difficulties with relationships or any indications of any bullying incidents. *We also work with parents to remind them that a child falling out with their friends, or having a difference of opinion, is not necessarily bullying.* If there is a case of bullying (by the agreed definitions) parents will be informed and asked to come and discuss the problem. The school works with parents so that the children receive consistent messages about how to behave at home and school.

WHAT THE MEMBER OF STAFF MUST DO

The member of staff will hear all sides of the story listening to each child involved individually and away from the other children involved.

The member of staff will report the incident to the Head teacher. The details of the incident will be logged on a pink Behaviour sheet and a copy given to the Head teacher.

All members of staff will encourage a culture in which it is safe to share feelings and concerns. Additional circle time and other activities to reinforce positive supportive behaviour will take place when appropriate, either in small groups, as a class, as a Key Stage or as a whole school. The pupil who has bullied will need to develop empathy and respect for others and learn to recognise that actions have consequences and that they are responsible for them. The pupil, who has been bullied, may need a period of time away from the perpetrator. Staff will be given regular opportunities for training in behaviour support and anti-bullying strategies.

WHAT ALL STAFF MUST DO

It is the responsibility of class teachers (**supported by the rest of the staff in school**) to ensure that the school rules (*Ready, Respectful, Safe*) are reinforced in their class, and that their class behave responsibly during school time, in lessons and around school.

All staff in our school have high expectations of children's behaviour and they strive to ensure that all children work to the best of their ability.

All staff must treat each child fairly and enforce the school rules (*Ready, Respectful, Safe*), classroom code of conduct and the playtime rules consistently. All staff treat all the children in their class with respect and understanding.

If a serious behaviour incident occurs, the class teacher is responsible for ensuring that a Behaviour Incident Reporting Form (pink) is completed and submitted to the Head Teacher as soon as possible after the incident.

If a child misbehaves repeatedly in class the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with the incidents him/herself in the agreed manner. However if misbehaviour continues, the class teacher seeks help and advice from the SENDCO. If necessary, the SENDCO liaises with external agencies to support and guide the progress of the child e.g. discussion with Behaviour Support Services. The class teacher reports to parents about the progress of each child; they may also contact a parent if there are any concerns about behaviour or the welfare of the child.

WHAT THE HEAD TEACHER MUST DO

It is the responsibility of the Head Teacher 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 teacher to ensure the Health, Safety and Welfare of all children in school. The Head Teacher 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 Teacher keeps records of all serious incidents of misbehavior (recorded on pink behaviour form).

WHAT THE GOVERNORS MUST DO

The governing body has responsibility of setting down these general guidelines on standard of behaviour and discipline, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines. The Head teacher has the day-to-day responsibility and authority to implement the Behaviour Management policy.

MONITORING, EVALUATION AND REVIEW

The school will review this policy annually in consultation with the staff and assess its implementation and effectiveness. The policy will continue to be positively promoted and implemented throughout the school and to parents.