

# Pear Tree Community Junior School



## Behaviour Policy

Written:

Review:

## Rationale

Our School Ethos sits at the heart of all that we value. We want to enable our diverse community to flourish through, promoting personal values, enriching learning, showing ambition and respecting the rights of others.

We promise to instill personal values and encourage children to show pride, passion and perseverance.  
We promise to enrich learning so children can demonstrate enthusiasm, excellence and exploration.  
We promise to have ambition for all to raise appreciation, aspirations and achievement.  
We promise to recognise the rights of everyone to ensure children are ready, respectful and responsible.

## Introduction

At Pear Tree we aim to create a caring atmosphere in which teaching and learning can take place in a [happy and safe environment](#). In order to achieve this we recognise the importance of a whole school policy that is supported and followed by the school community including children, parents, teachers, midday supervisors, other adults working and helping in the school and governors.

In producing the school behaviour policy, we have undertaken to ensure children have a **right to learn, feel safe** and the **right to respect**.

- **THE RIGHT TO LEARN** without undue, unreasonable and unfair distractions and diversions from others. They also have a right to learn in an environment where their teachers do not create unnecessary anxiety or pressure through negative comparisons, overly negative feedback or lack of consideration of their learning needs.
- **THE RIGHT TO FEEL SAFE** including their physical safety but also their emotional and social safety e.g. not be subject to teasing, name-calling, swearing, 'put downs' etc. This right also addresses any expression of harassment behaviour including racism.
- **THE RIGHT TO RESPECT/FAIR TREATMENT** for all members of the school community, including the children, to interact in a civil and respectful manner towards each other. With rights come **RESPONSIBILITIES**. In our school the children have a responsibility to care for themselves and others and to treat others and their belongings with respect.

It is our practice to promote and encourage good behaviour rather than simply punishing bad behaviour so we have a range of rewards for children of all ages and abilities. We recognise that some of our pupils have very low self-esteem and come from different backgrounds; therefore as professionals, we must help them to develop a strong sense of self-worth.

Some children will access provision through our Nurture Team, which will support them in making the right choices when it comes to their behaviour. Through the school curriculum, including our PSHE scheme of work,

children are taught values and attitudes as well as knowledge and skills that will encourage self-discipline and teach them to respect themselves, others and property.

### Aims

- For children to take responsibility for their own behaviour.
- To implement a consistent approach within the school community to ensure an orderly, safe and happy environment.
- We expect high standards of behaviour from all members of the school community.
- To work collaboratively towards common goals.
- To promote high self-esteem, respecting themselves, others and the environment.
- To promote equal opportunities for all irrespective of race, religion, gender, nationality and disability.
- All children will be treated fairly and without discrimination.

### Our behaviour expectations include:-

- All members of the school community will respect each other and be friendly, kind and fair.
- All children are expected to respect their teachers, other adults and fellow pupils by looking after each and understanding and celebrating each other's differences.
- All children are expected to respect their own and other people's property and to take care of books and equipment.
- Children are asked to be ready to learn well behaved, well-mannered and attentive.
- Within school children should not shout or call out and the noise level should be appropriate to the activity.
- Children should be responsible and move around school in an orderly manner.
- Children should work out problems and disputes fairly; physical violence is not acceptable, neither is retaliation.
- Foul or abusive language must not be used.
- Children must not bring sharp or dangerous objects to school or anything else that might cause a problem. Additionally, children are not to bring in any other items e.g. toys, from home without the teacher's permission.
- For security reasons, children who come to and from school independently may bring mobiles to school by pre-arrangement with the Head Teacher. During the day, these are to be kept in the school office under the understanding that the school cannot accept any responsibility for the safety of these.

### Our School Rules

To ensure we achieve the above aims and expectations

- **BE READY**
- **BE RESPECTFUL**
- **BE RESPONSIBLE**

**Opportunities will be provided for children to be reflective.**

These rules will be displayed in each classroom and in prominent areas around the school. It is important that all children are familiar with the 3 key rules. It is the responsibility of the class teacher to establish these rules with their class and the responsibility of ALL staff to enforce these rules CONSISTENTLY.

As a school we will have a single side of A4 (See Appendix 1) that will highlight key expectations on staff and pupils we will identify which behaviour/s and procedures we will focus on to achieve consistency and change in behaviours (from staff and pupils).

### Class Rules

At the beginning of the school year, each class will devise their own class rules with the guidance of the class teacher. They will also display in their classroom and discussed regularly. Class rules will include in pupils' own words around the following themes.

- To **be ready** to others – listening to others, putting up hands, taking turns, no name calling and not hurting others.
- To **be respectful** for property - take good care of the equipment the school building, ask before you borrow.
- To work hard.
- To talk quietly.
- To **be responsible** walk inside the building and when entering and leaving.
- To be polite and helpful.

Rules need to be positive and precise. These classroom expectations around behaviour will go up in every classroom and are linked to our school behaviour reward and sanction system. (a template is provided for staff to use to produce these with their class)

### Incentives/Rewards

At Pear Tree we also believe positive behaviour should be rewarded through the use of whole school, classroom and individual rewards. Positive behaviour should be reinforced both individually and collectively. Praise should be used wherever possible to encourage appropriate behaviour.

We need to '**catch the children being good**' so a major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children and can be directed at individual groups, classes or indeed the whole school. These incentives throughout the whole school include **non verbal praise** - a smile or thumbs up will quickly show a child that you have noticed them and **verbal praise**. This should be used as often as possible and **be specific** with the praise e.g. "You walked in quietly from the playground, brilliant"!

## **Reward System**

At Pear Tree we have:

### **Weekly Recognition Assemblies**

Pear Tree Promise Awards - One child per class is selected each week by their teachers.

Reading Champion Award - One child per class is selected each week by their teachers.

Maths Champion Award - One child per class is selected each week by their teachers.

### **Termly Recognition Assemblies**

Three children from each class are selected by their class teacher for outstanding achievement. They receive a special certificate and parents are invited to see them receive their award.

### **Behaviour Recognition Board**

Every Class will have a behaviour recognition board for pupils going over and above the agreed expectations. Every child begins the day on the expected level as agreed by the class. Each class will decide what going above and beyond and what character behaviours will be required to achieve special recognition.

### **Classroom Individual Rewards**

A hierarchical system of rewards will operate which will be modified according to the age of each year group. A cumulative reward system will be operated in each class – the type of system to be operated will be decided by each year group

### **Whole Class Rewards**

Classes can earn pears given by their class teacher to receive a whole class reward (Max 2 times per half term). Class teachers will award pieces of a pear when the whole class behave exceptionally well. The pieces of will create a whole class pear.

### **Daily Tokens**

Tokens will be awarded around the school, when good behaviour is spotted outside the classroom. Classes will collect these and bring to weekly assemblies to see who wins each week

### **Headteacher Award**

*For outstanding achievement and behaviour a class teacher can nominate a pupil to come to see the head teacher at 2.30pm on a Friday afternoon to enjoy a hot chocolate/afternoon tea. A golden ticket will be completed for the child and will be recorded in the golden book. A 'selfie' will be taken and this will be put up in school and on the school website.*

## Sanctions / Consequences

There will be times when children show unacceptable behaviour (See appendix 3) and break the school rules. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. These boundaries must be stated firmly and clearly. For children to become responsible for their own behaviour there needs to be consequences to follow.

When school rules are broken, inappropriate behaviour must be challenged consistently. We must provide a negative consequence each time a child chooses to behave inappropriately. The child needs to understand that they have chosen to behave inappropriately and therefore there is a consequence for their action. Sanctions are to be followed fairly and consistently.

**‘REMEMBER IT IS THE CERTAINTY OF THE CONSEQUENCES RATHER THAN THEIR SEVERITY THAT IS THE EFFECTIVE ELEMENT IN RESPONSES TO MISBEHAVIOUR’ – Bill Rogers.**

Minor breaches of discipline should be dealt with by the class teacher in a caring, supportive and fair manner. A child may be removed from their classroom and sent to paired class. However, it should be rare for a child to be sent to the Head or a member of the SLT. Each case is treated individually.

Generally children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences. It is important that the teacher or teaching assistant deal with most behavioural issues within the class, as they need to establish their own discipline, being careful not to overuse. The member of staff issuing the sanction should always record the incident and follow up in accordance with school policy.

### Issuing Sanctions

*(Where possible, these should be done calmly and privately– and should take no more than 30 seconds away from teaching time)*

It is important each time a child is given a sanction to relate the inappropriate behaviour to the school rule that has been broken.

- Refer to the child’s actions to their own and others’ rights and responsibilities.
- Establish the facts and ensure the child is given the right to reply.
- Use a calm, assertive approach that provides a good role model in terms of attitude, responses and reaction.

**Sanctions – a script sharing actions and verbal reprimands are shown in appendix 4.**

1. Non-verbal reminder
2. Verbal reminder – of correct behaviour choice
3. Verbal Warning – reminder of correct behaviour choice or sanctions.
4. Time out in own classroom (5-15 minutes mindfulness time) – name recorded in class behaviour log
5. Time out in partner class (for 15 minutes with work, reading book and/or reflection sheet) - parents

will be informed about their child's behaviour at the end of the day – a behavior slip will be sent to the Assistant Headteacher, who will then record the information.

6. If a child receives two slips in a week, Senior Leaders will see the child and inform parents via text, home school book or phone call.
7. If a child is identified 3 times in a week or 5 times in a half term they will be removed from the classroom for half a day.

Hierarchy of steps should be followed throughout the day and start afresh each lesson. *In extreme cases the above hierarchy of sanction steps would NOT be followed and children would be sent straight to a senior leader (See appendix 3).*

Whilst it is expected that most children will respond to our policy there will be occasions when individual children have additional needs with regard to the continuing unacceptable behaviour that they exhibit. As part of the approach within our policy of rewards and sanctions, we will use behaviour modification strategies.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs. The parents will always be involved at this stage and help from outside agencies may be sort including E.B.D. outreach support teachers from behaviour support the educational psychologist, the school nurse and the school doctor. All targets must be SMART - specific, measurable, achievable, realistic, time related.

### **Ultimate Sanction**

All efforts will be made and proactive steps will be taken to prevent exclusion. However, extreme cases will result in exclusion.

Should it prove necessary to exclude a pupil, the school will follow the L.A. guidelines.

**Teachers need to keep a record of sanctions given to each individual per day for *monitoring* purposes using the forms provided, these include:**

Behaviour Log, Racist Incidents, Bullying Incidents, Parent Meeting Form.

### **Behaviour Files**

Each class will maintain a 'Behaviour File' to record the rewards and sanctions issued to individual pupils. The Behaviour Files will be used to monitor children's behaviour to identify any issues regarding individual pupils, individual classes and particular groups of pupils. This information will also be used to identify any whole school behavioural issues. This information will be kept confidential and is not to be used punitively.

### **Lunchtime Rewards and Sanctions**

- The use of rewards and sanctions used at lunchtime compliment those used during the rest of the day.  
**Rewards**
- The midday supervisors will reward the children by verbal praise, giving extra responsibility and awarding blue tokens for;
  - Being respectful

- Being helpful
- Playing appropriately
- Following instructions

#### **Sanctions**

- 1. Non-verbal cues
- 2. Verbal Reminder – reminder of correct behaviour choice
- 3. If the offence is repeated then the child has 5 minutes time out with the MDS/TA. It is essential that the MDS/TA keeps track of the time. After 5 minutes the MDS/TA discusses again the reason for the time out in order to remind the child before allowing the child to return to play.
- 4. Any subsequent incidences are to be reported to NB/DB who will complete a reflection sheet and decide on length of time given dependent on the incident. The class teacher will be given a lunchtime slip explaining the behaviour to keep/record in their behaviour log.
- 5. If a child receives two slips in a week, Senior Leaders will see the child and inform parents via text, home school book or phone call.

#### **Serious incident/unacceptable behaviours will be directed to NB/DB straight away**

The Nurture team will investigate incidents, which occur on the playground during a lunchtime session and record a transcript of events in a Behaviour Log book. They will decide which action(s) needs to be taken, e.g. a child missing a subsequent break / lunchtime; being banned from the football pitch, an intervention being put in place, e.g. Circle of Friends; a child being timetabled for lunchtimes or in liaison with SMT internal exclusion etc.

- The Nurture team will **record serious or persistent offences in the Behaviour Management log.**
- This will allow the Nurture team to keep a track of persistent offenders / victims of unacceptable behaviours. The Nurture team are therefore well placed to spot any bullying behaviours, which may be evident in some pupils and also will record racist incidents when they have been fully investigated.
- When behaviour incidents have been reported to a member of SLT, a parent / carer will be informed by telephone call / letter so as to involve parents fully in their child's learning journey.
- The behaviour team will analyse whole school behaviour on a weekly/half termly basis. Trends and ways to address these behaviours will then be fed back into school activities and foci.
- Constant disruptive lunchtime behaviour may lead to a letter to the parent or guardian stating that the child must go home for a fixed term exclusion for lunchtime.

#### **Defusing situations at lunch time**

- Midday Day Supervisors/TAs/The Nurture Team will investigate complaints about incidents that occur at lunchtimes. Each individual case will be heard and then investigated (if necessary), so that the trust between children and adults continues to grow and flourish.
- When investigating, Lunchtime Staff will endeavour to get statements from independent witnesses.
- When several children are involved in a dispute, they may all want to tell the adult their side of the story all at once. Adults will need to ensure that children take it in turns to feedback.
- Sometimes, in the heat of the moment a pupil may walk away. Adults will ensure the pupil is given the necessary time they need to calm down and reflect, before they then address the issue.
- Comments made during the 'heat of the moment', will never be taken personally.

- Although we expect all pupils to behave there will be some who struggle to make the right behaviour choices for a number of reasons e.g. delayed social development. All lunchtime staff will be notified about these children and wherever possible will give them extra attention and praise when they make the right behaviour choices.

**LUNCHTIME INCIDENT FORMS WILL BE PASSED ONTO THE NURTURE TEAM.**

## Appendices

1. Key expectations for staff – Non-negotiables
2. Pear Tree Behaviour Rewards
3. School Sanctions
4. Sanctions Behaviour Script

## Appendix 1

### Key expectations for staff – Non-negotiables

- Speak politely and positively at all times – even when pupils do not reciprocate.
- Catch children being good - focus on the things they do well, relate them to the rules – *'You are showing you are ready because...'*
- Rewarding children when we have made the right choice. Use the class reward system and the class recognition board when behavior is 'over and above' or sustained. Give class tokens for identified who school behavior we wish to change.
- Give recognition when children achieve and share these achievements with our parents.
- Greeting children at the classroom door before registration, to check that we are happy and ready to learn. Smiling and saying hello as you pass people.
- Reminding us what the right choices should be relating to the rules. *'Be respectful by stopping when asked'*
- When escorting your class the children walk in single files in a quiet and orderly manner, keeping to the left – doing **'fantastic walking'**
- Be on time everywhere.
- Challenge poor behaviour in a calm quiet manner; use the scripts provided.
- Follow the school sanction flow chart and always record when appropriate.
- **Always** hold a 'repair' meeting following incidents of poor behavior.
- **Always** contact parents when a recordable incident has happened.
- All teachers and classroom support staff to be on the playground at 3.20pm to meet families and ensure a calm end to the day.

## **Appendix 2**

### **Pear Tree Behaviour Rewards**

#### **Weekly Recognition Assemblies**

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# Pear Tree Junior School Sanctions



Be Ready




Be Respectful




Be Responsible

- 1) Non Verbal Reminder
- 2) Verbal Warning
- 3) Second Verbal Warning
- 4) Timeout in the classroom  
*Recorded in the class behaviour book*
- 5) Timeout in partner class  
*Reflective discussion  
Red Slip sent to SLT, recorded in behaviour log  
parents informed*
- 6) Timeout in partner class x 2  
*Reflective discussion with SLT  
Red Slip sent to SLT, recorded in behaviour log  
parents informed*
- 7) Timeout in partner class x 3  
*Reflective discussion with SLT  
Red Slip sent to SLT, recorded in behaviour log  
parents informed  
Removed from class for half a day*



Remember to always **reflect** on your behaviour



Stage	Action/Script
<p>1) Non Verbal Reminder</p>	<p><b>Use proximity.</b> Strategically move across the students to prevent issues from escalating.</p> <p><b>The look.</b> Strategic use of gestures e.g. lingering eye contact can let a student know that you are aware of their behaviour and persuade them to comply with expectations.</p> <p><b>Tapping on the desk or work/finger click</b> This is not an agitated action; it is a quiet, low key reminder of what the student needs to be doing.</p> <p><b>Point to visual displays</b> of class expectations.</p>
<p>2) Verbal Reminder</p>	<p>Are you ready ____?</p> <p>Please could you show me you are active listening. What should we be doing right now?</p> <p><b>Highlight exemplary behaviours around the class.</b> Well done ___excellent active listening. Great teamwork table__ . Fantastic start _____.</p>
<p>3) Verbal Warning</p>	<p>Please think carefully about the choices you are making. This is your final warning.</p>
<p>4) Timeout in the classroom (5-15 minutes mindfulness time) <b>Recorded in the class behaviour book</b></p>	<p>Please could you come and complete your work on/at_____.</p> <p>You are disrupting the learning of others on your table/in class. How do you think this is making them feel? Your behaviour choices will be recorded in the class behaviour book. This is your last chance before you are removed from class.</p>
<p>5) Timeout in partner class (for 15 minutes with work, reading book and/or reflection sheet) <b>Reflective discussion</b> <b>Red Slip sent to SLT, recorded in behaviour log</b> <b>parents informed</b></p>	<p>You have continued to disrupt our learning time. Please take some time out to reflect on your behaviour choices. You need to go to _____.</p> <p>Your behaviour choices will be recorded in the class behaviour book and your parents will be informed. How do you think they will feel?</p>
<p>6) Timeout in partner class x 2 <b>Reflective discussion with SLT</b> <b>Red Slip sent to SLT, recorded in behaviour log</b> <b>parents informed</b></p>	<p>You have continued to disrupt our learning time. Please take some time out to reflect on your behaviour choices. You need to go to _____.</p> <p>This is the second time this week you have been removed from class. Your behaviour choices will be recorded in the class behaviour book and your parents will be informed.</p>

	This is your last chance before you removed from class for longer.
<b>7) Timeout in partner class x 3</b> Reflective discussion with SLT Red Slip sent to SLT, recorded in behaviour log parents informed Removed from class for half a day	<b>SLT to inform student about removal from class.</b>