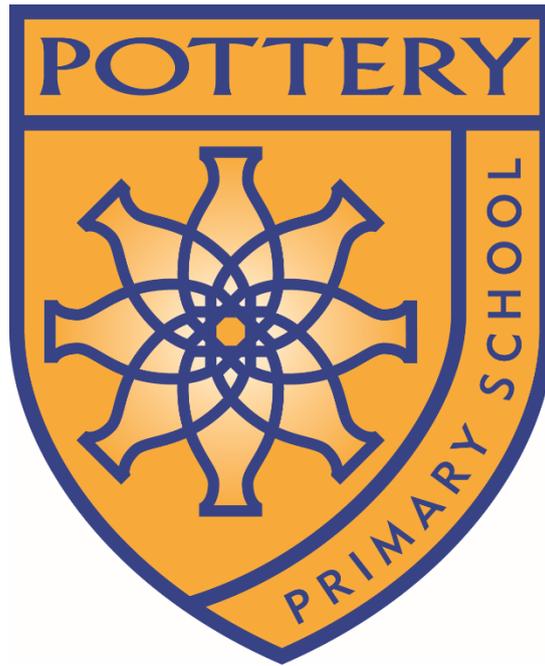


Pottery Primary and Nursery School



Behaviour Policy

Review history

Approving Body

FGB

Date

16.01.25

Minute number

160125/03a

Our Vision

At Pottery Primary School, we are passionate about creating a vibrant and exciting environment where every pupil feels happy and safe.

We are committed to inspiring each pupil's individuality and fostering a recognition of themselves as lifelong learners.

We are dedicated to enabling them to achieve their full potential, encouraging curiosity, creativity, and resilience as they grow and explore the world around them.

Pottery Primary is an environment built towards supporting all children to love learning and love life.

This policy has been written in collaboration with staff and includes guidance from the Department for Education (linked below). It will be reviewed annually.

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Policy Statement

At Pottery, we believe that positive behaviour is the key to a good education. If the aims of the school are to be achieved then children, staff, parents and governors must all play their part. It is for the adults to set firm boundaries, encourage, support, listen, challenge, inspire and excite. It is necessary for children to listen, work hard, follow instructions, be friendly, show kindness and develop a sense of personal responsibility. The function of an effective behaviour policy is to provide clear guidance to children, parents, staff, and governors. It will reflect the values the schools wish to foster and the measures that will be taken if inappropriate behaviour is stopping an individual or group from being fully and positively involved in school life. Children behave best when they know very precisely what is expected of them and what the boundaries of acceptable behaviour are. If good behaviour is to be the norm throughout the school, then it is essential that guidelines be applied consistently by all.

Aims of the Policy

- To provide an inclusive environment where children can develop socially, emotionally, physically, spiritually, practically and academically in a safe and secure environment
- To encourage a calm and purposeful learning environment in school
- To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged
- To encourage increasing independence and self-discipline

Strategies

- Expectations and acceptable behaviours are agreed and identical in every classroom.
- Each class will display the school rules. These will be discussed at the start of the school year and be used regularly to discuss both positive and negative choices.
- All school adults will positively reinforce these expectations and rules in all areas of the school.
- Staff will model respectful and friendly behaviour and language in their conversations and interactions with all adults and children.
- When dealing with negative behaviour, staff will not use a raised or cross voice. Staff will always show positive regard for pupils.

- Staff will help pupils to think through their actions, understand what has gone wrong and identify how to repair relationships. Pupils will be helped with mindful strategies to help them in future situations.
- Through use of Class Dojo and other communications, praiseworthy behaviour will be quickly recognised and celebrated.
- Staff will plan activities across the curriculum to teach and promote positive behaviour and attitudes; including the British Values of: democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs.
- Rewards and sanctions will be consistent across phases of school. Pupils will know immediately if their behaviour is unacceptable and they will be supported to improve and make a fresh start

School Rules

All of our school rules should be followed **First Time, Every Time.**

- 1. We are Kind**
- 2. We are Respectful**
- 3. We are Ready**

At Pottery we also have 5 values and 5 learning behaviours that support us.

Pottery Values

Kindness
Respect
Acceptance
Empathy
Honesty

Pottery Learning Behaviours

Perseverance
Independence
Collaboration
Curiosity
Ambition

Visible Adult Consistencies

Adults at Pottery Primary are committed to 4 adult consistencies. These are 4 behaviours that each adult display without fail while in school. These are:

- **Controlled voices:** Adults will use a controlled voice when speaking to pupils. This may change in tone or volume but will always be controlled.
- **Positive noticing:** First attention will always be to best behaviour. Those making positive choices will be praised before mentions of negative choices.
- **Take up time:** Pupils will be given time to process a question or instruction before this is repeated, in order to reduce anxiety and cognitive load.
- **High expectations:** All staff in school will have the highest expectations of behaviour for all pupils.

Relentless Routines

Adults at Pottery Primary are committed to 4 adult consistencies. These are 4 expectations that each adult will expect from children around school. In individual circumstances there may be a reason a pupil may not be able to complete all of a routine. That is understood by the school and these pupils are supported. These are:

- **Wonderful Walking:** Chin up, chest forward, hands by the side or behind the back and walking at a sensible pace.
- **Meet and Greet:** All pupils will be welcomed into the school and classroom personally.
- **Legendary Lines:** Straight, single file lines when walking around school. This helps with busy transition

times and creates calm learning environments.

- Super Sitting: This is sitting comfortably, ready to track the adult speaking. Eyes looking, listening ears, lips together, hands comfortable, legs crossed (if sitting on the floor).

Expectations of Staff

The following staff expectations have been developed and agreed by staff in the school:

- To be an exemplary role model for children and colleagues
- To respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions
- To raise children's self-esteem and develop their full potential
- To provide a challenging and inclusive curriculum
- To create a safe and stimulating environment that supports children's learning

Expectations of Pupils

The following expectations should be developed and agreed by the children in the school:

- To work to the best of their ability and allow others to do the same
- To follow the school rules and live out the school values in all that we do
- To use the Pottery learning behaviours throughout all learning
- To treat all adults and pupils with respect and be aware of the impact of their behaviour on others
- To follow the instructions of all school staff straight away
- To take care of and respect property within the school environment and community

Expectations Of Parents/Carers/Guardians

As part of the home/school agreement, parents are expected to support the school's behaviour policy:

- To uphold the expectations of school uniform and PE uniform including foot wear, jewellery, nail polish and hair colour choices
- To ensure attendance and punctuality are maintained and absences are shared promptly, by 9am with the school office
- To make children aware of appropriate behaviour in all situations and to be aware of school rules and expectations
- To encourage independence and self-discipline whilst showing an interest in all that their child does in school
- To foster good relationships with the school and support the implementation of this policy
- To support their child with homework tasks including reading, spelling and other tasks set by the class teacher

Motivating Appropriate Behaviour

We are passionate about:

- Raising pupil self-esteem

- Communicating a sense of importance with every pupil
- Ensuring they experience success
- Emphasising children's responsibility through providing choices
- Displaying and celebrating children's outcomes

We offer a well-planned curriculum which enables:

- Quality First Teaching which encourages breadth of exploration and balance in the pupil experience of the wider curriculum
- Varying lesson pace and challenge
- Planning for and support of SEND and EAL students
- Planning for the other adults in the classroom
- Setting challenging but achievable goals
- Challenge through extension activities to stretch all pupils

Our climate for learning:

- Clarity about the relevance of classroom activities
- Cultivation of a working environment which is comfortable, attractive, interesting and safe
- Creation of a climate where children have equal status
- Establishing a climate where there are clear expectations about behaviour and plenty of positive praise for children making the right choices
- An ethos where children play a role in shaping their learning journey
- Support for children to try new things and learn from their mistakes

Restorative Practice is used to support conflict and to enable positive resolutions

- Conflicts are fully investigated by a member of staff
- Children are given the opportunity to share their concerns and views about the conflict
- A member of staff acts as a negotiator to arrange a meeting and listen to the views of the children and then a facilitator to seek a resolution
- Consequences are agreed upon in order to rectify any mistakes made

School Procedures for Encouraging Good Choices

All members of staff aim to provide a positive learning environment where children are encouraged to uphold the school's expectations of behaviour. This is visible throughout the school day in class, in their interactions with their peers and other adults as well as around the school grounds.

Our first approach is to encourage positive behaviour through praise and rewards. Rather than emphasising the negative, we endeavour to praise those who are following the rules and working hard. If children consistently demonstrate that they are following the rules, have a good attitude to learning or give great answers (for example) they will be verbally praised, be given stickers and receive Dojo points.

We work with a range of agencies to support differing educational, emotional and behavioural needs and make reasonable adjustments for individual children, where needed, due to specific needs.

We believe that the impact of positive reinforcement of good behaviour far outweighs that of negative consequences. In recognition of this, the school implements many positive rewards for the children.

We use the phrases 'making good choices', 'making a better choice', 'making a calmer choice'. To encourage all children to take responsibility for their behaviour.

Whole Class and Individual Rewards

Each class has a weekly reward to aim for through the use of Class Dojo. If the target is reached, the children are rewarded with a whole class treat, each half term.

Children build up their own points that they will be able to redeem for a range of gifts and toys at the school shop.

Class Dojo is also used regularly as a method in contacting families about the successes achieved individually and as a whole class.

Beyond the use of Class Dojo, there are a wide range of rewards available for our children which include:

Praising Expected Behaviours

1. Verbal Praise
2. Stickers:
 - a. Stickers used for independent work: one in book and one on chest, when a child has done something that the child should be proud of (e.g. recognising a value or a learning behaviour).
 - b. Learning Behaviour, Values and Rules stickers to be used to recognise these regularly.
3. Recognition boards: Positive praise for anything through a session. Move a name or face and when the whole class has completed, get up and do a dance. When moving a child, has to be linked with a value or learning behaviour.
4. Class Dojo: Can be given for 3 Rules, 5 Values, 5 Learning Behaviours. Approximately 1000 per term.
 - a. 25: 10 minutes play with Mr Hooley, run every 3 weeks.
 - b. 50: Dojo Shop
 - c. 75: Come in your own clothes, run every 3 weeks.
 - d. 100: Dojo Shop
 - e. 125: Biscuit with Mr Hooley, run every 3 weeks.
 - f. 150: Dojo Shop
 - g. 175: Pop and Choc with Mr Hooley, run every 3 weeks.
 - h. 200: Dojo Shop

Praising Over and Above Behaviours:

5. Post Cards Home: Minimum of 2 a week, but more is encouraged. These should be for over and above behaviours. For exceptional work or actions, the office will post 1 a week per class.
6. Phone call home
7. Star of the week: 2 per week, based on a school value or learning behaviour
8. Work to the head for Head Teachers Award.

Alternative Lunchtime Arrangements

During lunchtime, the Rainbow Room, or other supervised spaces, may be used by children who find

social interaction extremely challenging or they find managing their own behaviour very challenging, or they have an additional need. By agreement with the Headteacher and SENCO, the child can access the Rainbow Room or another agreed space, for some or all of the lunchtime. This room is staffed and there are lots of activities to engage the children (e.g. construction, crafts, toys and games).

What We Do When Children Behave Inappropriately

If a child breaks a rule then: -

EYFS: the child's behaviour is dealt with immediately, they are spoken to by an adult, they have a warning, have a chance to reset and encouraged to make 'a good choice'. If they continue to make poor choices, a minute 'time out' is added.

Key Stage 1 and 2: Children are reminded of the rule they have broken. If a warning is appropriate then this is given. Consequences are then put in place in line with this policy. (see appendix 1 for consequences)

Steps may be missed out from the above suggestion for serious breaches of the rules, for example, a child who throws a piece of equipment in anger, would be sent straight out of the classroom.

Reflection Room: Pupils who have made poor choices may be asked to go to the Reflection Room at break time to complete a reflection sheet.

Whilst in the Reflection Room, the children are encouraged to talk through the actions that led them to being sent there. Emotion Coaching techniques are used to help the children see how their emotions may have impacted their actions. Children reflect on how best to act if a similar incident was to take place again in the future. A record of behaviour is kept and a Reflection sheet completed by the child. It is possible for children to be sent to the Reflection Room during breaktimes and lunchtimes due to undesirable behaviour. Should this happen, the child will be escorted to the Reflection Room by a member of staff on duty.

Phone Calls: phone calls to parents are made for serious issues by the SLT – those issues that are 3 crosses or more serious. Any victim's parents will also be contacted, to explain the steps that have been taken.

Sanctions in the playground:

- Verbal warning from adult
- (If persists) child stands away from other children in a designated place for 2, 5 or 15 minutes, depending on the seriousness of the rule broken.
- (If persists) child is sent to a member of SLT/SLT contacted

Behaviour Strategy Plan

- Parents are contacted outlining the school's concerns inviting them to a meeting with the Head Teacher/SLT member and class teacher
- Targets for improvement are agreed
- A system for support is agreed which is individual to the child
- A review date is set where parents will meet again with the Head Teacher and class teacher to discuss the child's progress
- If the implementation of the Behaviour Strategy Plan does not improve the pupil's behaviour the Educational Psychologist and/or the Inclusion Service may be contacted
- Suspension or Exclusion process may be started. See Suspension and Exclusion Policy. At this stage each case will be considered individually

The flowchart in the appendix outlines the steps to be taken by staff when these expectations are not met and consequences are issued.

Appendix 1

This is a guide to enable staff to ensure all cases are treated fairly, it is not an exhaustive list and is to be used with professional judgement and discretion.

Classroom

Behaviour we see	Expectation	Consequence
Shouting out	Sit politely and wait for our turn to respond	<ol style="list-style-type: none"> 1. Warning 2. Conversation at break 3. 5 minutes missed 4. 10 minutes missed
Talking over an adult	Be respectfully ready Tracking	<ol style="list-style-type: none"> 1. Warning 2. 5 minutes missed 3. 10 minutes missed

Around School

Behaviour we see	Expectation	Consequence
Running in corridors	Wonderful Walking	<ol style="list-style-type: none"> 1. Sent back to the beginning and start again
"Almost" doing what is asked: Stomping when asked to walk	First Time, Every Time	<ol style="list-style-type: none"> 1. Warning and repeat 2. 5 minutes missed

Playground

Behaviour we see	Expectation	Consequence
Pulling clothes	Kind hands	<ol style="list-style-type: none"> 1. Warning 2. 5 minutes missed
Dropping fruit on the floor	All fruit goes in the bin. If you see some, pick it up.	<ol style="list-style-type: none"> 1. Told to pick up 2. If they do not, Stand next to the adult for 5 minutes.
Not following an item agreement	All agreements for items are to be followed. See item agreement sheets.	<ol style="list-style-type: none"> 1. Warning 2. Item confiscated and 5 minutes missed

Key Stage 1 Consequences:

Warning then 2 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Calling out and interrupting the teacher • Disturbing others from learning • Continuously making silly noises • Refusal to work • Talking after being asked to work quietly • Talking in assembly • Unkind words • Improper use of equipment • Talking or fiddling when another child or teacher is talking • General low-level disruptions outlined by the teacher 	Response: <ul style="list-style-type: none"> • Give a verbal warning • Child told that the teacher will need to speak with them at the next break time or break in learning
5 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Hurting another child on purpose (mild) • Lying • Not following staff instructions (the first time) • Not respecting property (mild)e.g. pushing paper/equipment onto the floor • Rude to a member of staff (mild) 	<ul style="list-style-type: none"> • Child to stay in during the next break time or (Lunchtime) for 5 minutes – reflective conversation with a member of staff

<ul style="list-style-type: none"> • Saying something rude (not swearing) • Spitting on the floor • Play fighting • Pushing (mild) • Teasing (mild) 	
15 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Repeatedly not following staff instructions • Threatening another child verbally • Damaging and/or throwing school property • Highly disruptive behaviour resulting in prolonged disruption to whole class learning • Homophobic Language • Racist Language • Kicking another child • Left lesson without permission • Swearing • Teasing (severe) • Punching • Pushing (severe) 	Response: <ul style="list-style-type: none"> • Send for a member of SLT • Phone call home by teacher or SLT • 15 minutes reflection in the reflection room and proforma completed

Key Stage 2 Consequences:

Warning then 5 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Calling out and interrupting the teacher • Disturbing others from learning • Continuously making silly noises • Refusal to work • Talking after being asked to work quietly • Talking in assembly • Unkind words • Improper use of equipment • Talking or fiddling when another child or teacher is talking • General low-level disruptions outlined by the teacher 	Response: <ul style="list-style-type: none"> • Child to stay in during the next break time or (Lunchtime) for 5 minutes
15 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Hurting another child on purpose (mild) • Lying • Not following staff instructions (the first time) • Not respecting property (mild)e.g. pushing paper/equipment onto the floor • Rude to a member of staff (mild) • Saying something rude (not swearing) • Spitting on the floor • Play fighting • Pushing (mild) • Teasing (mild) 	<ul style="list-style-type: none"> • Child to stay in during the next break time or (Lunchtime) for 15 minutes – in the reflection room and proforma completed
30 minutes reflection	
Example Behaviours: <ul style="list-style-type: none"> • Repeatedly not following staff instructions • Threatening another child verbally • Damaging and/or throwing school property • Highly disruptive behaviour resulting in prolonged disruption to whole class learning • Homophobic Language 	Response: <ul style="list-style-type: none"> • Send for a member of SLT • Phone call home by class teacher or a member of SLT • 30 minutes reflection in the reflection room and proforma completed

- | | |
|--|--|
| <ul style="list-style-type: none"> • Racist Language • Kicking another child • Left lesson without permission • Swearing • Teasing (severe) • Punching • Pushing (severe) | |
|--|--|

Escalation/severe behaviour (Infants and Juniors)

Spoken to by SLT, last for lunch, all lunch in and phone call home

- Refusing to follow a staff member's instructions
- Rudeness towards a staff member (serious)
- Racist Language (if this has occurred before)
- Homophobic Language (if this has occurred before)

Spoken to by SLT. All day in and phone call home (may also include internal suspension, fixed term suspension or Permanent Exclusion depending on seriousness)

- Punching (severe)
- Bullying – separate category on My Concern not on Behaviour Log
- Fighting - severe
- Homophobic name calling and targeting
- Racism – e.g. a child not allowed to play in their game due to their race
- Hurting a member of staff on purpose
- Hurting another child on purpose (severe)
- Not respecting property (serious) – kicking furniture, breaking equipment, damage
- Spitting at another child
- Stealing
- Swearing at a member of staff
- Threatening a member of staff (verbally or with a weapon)
- Threatening another child (with a weapon)
- Posing a significant risk to the welfare and safety of themselves and/or others

*If required, complete assault/RIDDOR form and send to DCC (Reporting of Incidents, Diseases and Dangerous Occurrences Regulations form).

Appendix 2: Behaviour Blueprint

Pottery Primary School Behaviour Blueprint



When the adults change, everything changes.

Visible Adult Consistencies

1. Controlled voices
2. Positive noticing
3. Take up time
4. High expectations

Rules

- First Time, Every Time
1. Be Kind
 2. Be Respectful
 3. Be Ready

Relentless Routines

1. Meet and greet
2. Wonderful walking
3. Legendary Lines
4. Super Sitting
5. Count downs

Our Value message

Love Learning, Love Life

Praising Expected Behaviours

1. Verbal Praise
2. Stickers
3. Recognition Boards
4. Class Dojo Points and Rewards

Over and Above Behaviours

1. Post card/Class Dojo
2. Phone call home
3. Star of the Week
4. Work to the Head

Stepped Consequences

1. "Drive By" warning
2. Discussion with pupil regarding expectations of behaviour
3. Natural or logical consequence
4. 5 minutes missed from playtime
5. 10 minutes missed from playtime

A restorative conversation may be necessary to ensure all relationships remain positive. This is an example of stepped sanctions. For more details see the behaviour policy and child friendly policy

Pottery Primary School Behaviour Blueprint



When the adults change, everything changes.

Visible Adult Consistencies

1. Controlled voices
2. Positive noticing
3. Take up time
4. High expectations

Rules

First Time, Every Time

1. Be Kind
2. Be Respectful
3. Be Ready

Relentless Routines

1. Meet and greet
2. Wonderful walking
3. Legendary Lines
4. Super Sitting
5. Count downs

Our Value message

Love Learning, Love Life

Microscript:

30 Second intervention

1. Positive mentions
2. Name, I've noticed.....
3. Our rule is we are respectful
4. This is the third time I have spoken to you, you'll need to see me for 5 minutes at break time.
5. Do you remember yesterday when you That was brilliant.
6. Thank you for listening.

Serious Breaches

Staff will on occasion need to skip past some levels of our stepped consequences depending on the regularity and severity of the behaviour breach. Serious breaches of behaviour will be dealt with alongside senior leaders and decisions on consequences and learning will be taken based on the behaviour exhibited.

