



WORKSOP PRIORY C of E PRIMARY ACADEMY

BEHAVIOUR POLICY

Our Behaviour Policy is a balance of two complimentary elements, a behaviour management system (consequence snake) and a reward system (ladder) consistently applied throughout school.

We have a Pastoral Care system, with trained members of staff available each day during break/lunch periods to manage and support pupils, where pupils can talk about behavioural problems, worries or issues. Both staff and Negotiators are trained in the use of conflict resolution strategies, which are used to resolve problems in a fair and collaborative way. In addition, there is an “ABC” Club at break time to accommodate those children who have presented with more serious behavioural problems, and need to reflect on their behaviour choices.

A group of pupil “Playground Negotiators” have been trained to support children experiencing friendship problems during breaks and lunchtimes, and there is a recognised “Negotiator Bench” on the playground. There are also Friendship Builders, Sports Leaders and Take Five Breathing Ambassadors, who help support pupils with their behaviour and friendships, and calm them ready for learning. Any child who feels unable to cope in the playground environment during unstructured times are encouraged to attend lunchtime clubs and structured activities indoors at playtime eg. Prodigy on a laptop.

Copies of the schools reward system and consequence snake are available in every teaching area. Children attending any out of school study support activities (including class visits, Breakfast Club and Twilight Club), are expected to follow exactly the same code of conduct as when they are in school.

Walkie-Talkies are available for staff to use during break and lunch times. These are a direct line of communication with colleagues and are seen as important tools in the safe management / supervision of pupils.

Staff encourage children to follow our Academy rules:

Respect yourself, Respect other people and Respect your school.

Children are regularly reminded of what this entails eg:

- ❖ to walk about the building in a quiet, orderly manner, giving due consideration to others especially when passing pupils who are working or when moving through other teaching areas.
- ❖ to use the litter bins provided, in school and outside on the playground, to dispose of their rubbish. Recycling bins are available in each class in which they can dispose of waste paper.
- ❖ to respect the School; its grounds and the local environment.
- ❖ to have respect for all school property and the property of others.
- ❖ to respect each other and adults in school by being well mannered, and using ‘please’, ‘thank you’ and ‘excuse me’, appropriately
- ❖ to be polite to adults, by holding doors open and allowing them to walk through first
- ❖ to wear the correct school uniform to give a sense of belonging and togetherness



COVID-19

Children will be expected to follow the same school rule (Respect yourself, Respect other people and Respect your school) in response to the current Covid-19 restrictions. Staff will encourage them to apply their understanding to each part of the statement, for example:

Respect yourself: keep clean, healthy and safe; wash hands properly, social distance (age appropriate), try hard with learning in order to catch up and do well

Respect other people: be patient and kind, social distance (age appropriate), keep distance from staff, protect the health of others, use the 'Catch it, Bin it, Kill it' procedure, follow instructions (even if they seem strange), use quiet voices, make life easier for other people

Respect your school: keep your things tidy, be in the right place at the right time, stay in seat and follow instructions, ask for help if you need it

The Consequence Snake has been adapted to take account of current restrictions. Class and individual rewards will take place in a way that conforms to agreed restrictions and complies with risk assessments.



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BEHAVIOUR CONSEQUENCES SNAKE



1	Verbal or written warning (one only)
2	Five minutes time out in own teaching area with a timer and name recorded on sad face/cloud etc (In a place where further disruption of class is not possible but child can still access the learning)
3	Three times on a time out during one week means Golden Time is lost for that week.
4	Phone call home by class teacher. Behaviour to be recorded in class teacher's diary. Golden Time is lost for that week.
5	Second phone call home, with parent speaking directly to the child. At this point, the concern will be recorded on the school electronic system
6	At this stage there are a number of consequences to choose from according to the level of concern: <ul style="list-style-type: none"> ❖ Miss a break, join ABC Club (Alternative Behaviour Club), where behaviour is logged by staff along with number of playtimes to be missed. ❖ Key Stage Leader to contact parents to discuss inappropriate behaviour and possible shared way forward (Individual Behaviour Plan agreed) ❖ Report card issued for a week at a time (teacher to inform parents)
7	Cool down day (KS manager to inform parents by telephone).
8	Parents invited by formal letter or telephone to discuss disciplinary concerns with the Head/DHT
9	IBP (Individual Behaviour Plan) written and outside agencies possibly involved.
10	Warning of possible Exclusion: Official letter to parents. Details logged on CPOMS. Copy to Governor's Disciplinary Committee and LA
11	Governors Disciplinary Committee to meet with SLT to agree appropriate course of action / length of exclusion
12	Parents notified of period of Fixed Term Exclusion
13	Child and parents to meet with SLT and nominated Governor to sign contract for re-integration into school
14	Parents notified of Permanent Exclusion

*In certain circumstances, the Head/Deputy Head may move straight to point 8 of the process outlined above or in extreme circumstances, make an immediate fixed term exclusion. Typically, this would include such incidents as physical or verbal assault, where the safety and/or welfare of children or staff has been significantly compromised.



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WHOLE CLASS BEHAVIOUR REWARDS LADDER



CREDITS	REWARD
15	Parachute time
15	Class Picnic
15	Mini-Disco
15	Extra Sport Session
15	Extra playtime
15	Board Game Time
15	DVD time

Class credits are awarded:

- If the whole of the class demonstrates exceptionally good behaviour
- If everyone in the class achieves a high standard of work
- For demonstrating good manners and respect
- For being a pleasure to teach

In each class individuals receive points in a variety of rewards from a treasure box.

FSU *Stickers and Smiley slips*

Years 1-6 *Raffle tickets, signatures and stickers*



of ways leading to



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Individual Handling Policy Home / School Agreement

Staff at Worksop Priory School, feel it may be necessary under certain circumstances to positive handle _____ and manoeuvre the child into a safe environment to avoid them hurting themselves, other children or damaging property.

This will be done with the minimum amount of force in order to maintain the dignity of all staff involved and the child in such a situation.

We the undersigned agree that this is an acceptable arrangement in the management of _____ current behaviour.

Signed _____ Parent

Signed _____ Head Teacher

Date: _____



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PASTORAL CARE STATEMENT

Why do we need a Pastoral Care system?

At Worksop Priory C of E Primary Academy, we believe that if every child and member of the staff team is to reach his or her potential successfully, then a carefully planned system of Pastoral Care needs to be in place throughout the school year. For each individual to feel valued for their contribution to the ethos and success of the school, it is particularly important to offer a caring and family atmosphere, where every concern or worry can be voiced and opportunities given to resolve worries, concerns or conflicts in an open and honest school community.

What systems are in place to achieve this open and caring school culture?

For the children:

- ***The Buddy System***

When a child moves to Priory from another school they will be given a volunteer buddy or buddies to help and support them through their first few weeks of attending a new school. The buddy will stay with the new child throughout the day during lessons, break and lunch time.

If any child is experiencing a period of worry or upset at home or school they may also be given a buddy for support and 'a warm shoulder'.

In nearly all Assemblies the children sit with pupils from different year groups to allow them to get to know a range of pupils in school, and to foster a family approach to worship. Children are encouraged to greet each other using signing.

- ***Playground Negotiators***

The Priory Negotiators scheme runs in the playground at break and lunch times to help pupils who have had a minor disagreement or friendship problem. Firstly, the children are encouraged to talk openly and honestly to the other people involved to find a way of resolving the disagreement independently. However, this is not always possible, and if the problem remains unresolved, the children can request a trained Negotiator to help them. There is a designated Negotiator Bench in the playground so that pupils know where to go for help and support. The Negotiators are specially trained pupils, who are on duty every break and time on a rota basis to support the other pupils and enable them to resolve conflict independently, without having to go to an adult for help. They undergo an eight-week training course, led by the Negotiator Captains, in intra and inter-personal skills that includes conflict resolution, confidentiality and safety, listening skills and open questioning. The Negotiators are trained to recognise which problems are appropriate for them to deal with, and which they should refer to Pastoral Care. Regular meetings between the Negotiators and Pastoral Care staff (who are responsible for the monitoring of the group) ensures that the lead responsibility remains firmly with the children.

After participating in training provided by the Diana Award team, several of the Negotiators are Anti-Bullying Ambassadors and actively promote awareness of Priory School as a 'No Bullying Zone'. As part of this process, they prepare and deliver a themed assembly each November to the whole school.

- ***Friendship Builders***

To help pupils on the playground there is also a Buddy Bench and an identifiable team of Friendship Builders, who are trained by 'Friendship Champions' (skilled Negotiators) in listening and interpersonal skills. These pupils can promote friendship and provide additional support to vulnerable children by playing games with them, or finding them another pupil/group of pupils to play with. The Friendship Builders are trained to recognise when it is

appropriate for them to provide support, and when it is necessary to take a child to either the Negotiators or Pastoral Care.

- **Pastoral Care System**

At times, the Negotiators are unable to resolve the issue and the help and support of a member of staff is required. The staff who are responsible for Pastoral Care are available to carry out conflict resolution sessions with any child who has behaved inappropriately; the child attends Pastoral Care until the issue has been addressed, and strategies put in place so that there is no repeat of the inappropriate behaviour. The Pastoral Care Team are also available every lunch/break time to talk to pupils in confidence about any other problems or issues that they may have in, or out of school.

Referral to Pastoral Care may come from the pupils themselves, staff members, or parents. The Pastoral Care team also support parents with issues that may affect a pupil's behaviour in school, suggesting strategies, referring to the SENCO or signposting to outside agencies if appropriate. Class teachers, Head Teacher, SLT and Governors also make themselves available for any child who has a worry or concern.

At Priory we have zero tolerance of physical violence, bullying in any of its various guises, insolence to members of staff or swearing (ref. Anti-Bullying Policy). The children are encouraged to see the different members of staff according to the consequence snake outlined in the discipline policy.

For the staff:

At Priory School we have worked extremely hard to develop a staff team who are able to voice their concerns, worries and problems in an open, honest and professional way. We believe that to grow as a team we should discuss our successes, but also identify areas for improvement through annual SLOT analysis.

The Pastoral Care Team, SLT, Head Teacher and Governors are always available to support staff with problems or concerns. The Governors take the wellbeing of the staff seriously and there is a designated Wellbeing Governor - Father Spicer, who is always available for the staff to talk with.

The school has a Work/Life Balance Charter, which recognises the difficulties of balancing the pressures of teaching today with life outside school, and we try to ensure that all parts of the charter are fulfilled. We are a "family" school in every sense of the word. Whenever possible, staff are given release time for family commitments e.g. to watch their children in school concerts, or to attend university interviews etc. We ask a great deal of all the members of the staff team and hope that we are able to repay their contributions and hard work by allowing them to enjoy family life, as well as being dedicated teachers.

There are Performance Appraisal and professional development meetings annually with SLT for all staff, with review meetings throughout the year so that personal worries, concerns and career paths can be discussed confidentially.

All teaching staff receive regular PPA cover to enable them to plan, prepare and assess children's work. This may be taken in school or offsite, whichever is deemed to be the more appropriate.

Reviewed: Autumn 2020

Next review: Autumn 2021