



**PERIVALE**  
PRIMARY SCHOOL

# Behaviour Policy

Committee with oversight for this policy –Standards Teaching & Learning	
Policy to be approved by the Headteacher	
Policy last reviewed by the Standards Teaching & Learning Committee	14/10/2022
Policy last ratified and adopted by the Headteacher	14/10/2022
Policy / Document due for review	October 2024

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## 1. Vision

At Perivale, good behaviour is fundamental to successful learning in the classroom for both pupils and teachers. A well-planned and delivered curriculum enables pupils to learn, be curious, debate, and challenge themselves.

At Perivale, we have high expectations for all our children. We aim to provide an inclusive, safe and calm environment where everyone is valued and knows that they will be listened to.

We believe that developing positive relationships between staff, pupils and families are integral to building the self-esteem, trust and integrity necessary to promote positive behaviour.

The policy is based upon clear research from Paul Dix, who states that there are five areas of pivotal practice, which we weave throughout our behaviour management and wider community ethos:

- 1) Consistent, calm adult behaviour
- 2) First attention to best conduct
- 3) Relentless routines
- 4) Scripting difficult interventions
- 5) Restorative conversations

Our policy reflects our vision of 'An aspirational community that enjoys learning and contributes to an ever-changing world.' It reflects our commitment to securing the right to learn for all and our belief in promoting a consistent learning environment, and our aim is to develop a personalised approach based on a child's specific academic, social, mental and emotional needs.

## 2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [School suspensions and permanent exclusions](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Unsettled behaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Inappropriate attitude
- › Incorrect uniform

**Serious unacceptable behaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

## **5. Roles and responsibilities**

### **5.1 The Governing Board**

The Governing Board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.

The headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher alongside SLT will ensure that the data from the behaviour log is reviewed on a fortnightly basis, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **5.3 Staff**

Class teachers are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on SIMs (level 4 and 5) Phase leaders MUST be advised.

The senior leadership team will support staff in responding to behaviour incidents.

### **5.4 Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct

- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly

## **6. Behaviour management**

### **6.1 School rules are reflected in our school values**

#### **Perivale School Values**

We are:

Resilient – we don't give up, we keep trying  
Respectful – we are kind, we use our manners  
Curious – we want to find out more  
Inclusive – we include everyone

We:

Aim High – we try our hardest

These are clearly displayed in all classrooms.

### **6.2. Behaviour Blueprint**

All members of staff are expected to follow the Perivale Behaviour Blueprint which details the expectations, consistencies and routines expected throughout the school. This whole school approach presents clear expectations for behaviour. It provides a guide to enable everyone to take responsibility for promoting good behaviour and demonstrating the school values. This can be found in Appendix 2.

### **6.3 Support for pupils with additional needs**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Expectations for managing behaviour of pupils with SEND:

For all children, but particularly those with SEND, their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Pupils who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their

behaviour as part of them and something that we can help them understand and manage.

We must remove all obstacles to good behaviour and provide support for all pupils to meet expectations.

All adults, who will be teaching a group of pupils, are personally responsible for

- knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning plans and use suggestions on these;
- using learning plans to understand what works and what doesn't work for a child with SEND, including triggers;
- adapting behaviour scripts and systems to meet the needs of individual pupils;
- evaluate why and what would work better for each child, keeping learning plans up to date;
- communicate learning plans and adapted approaches for covering teachers so the approach to managing their behaviour is consistent.

It may be more relevant to use more personalised reward systems for children with SEND. This is at the discretion of the teacher and can be personalised to each individual child.

## 6.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

## 6.5 Searching and Confiscating

Only the headteacher and members of staff authorised by the headteacher have the power to search a pupil for a prohibited or banned item, regardless of whether the pupil agrees (sections 550ZA and 550ZB of the Education Act 1996, and paragraph 10 DfE guidance 2022).

- The person carrying out the search **must** be the same sex as the pupil being searched
- There **must** be another member of staff present as a witness to the search - they don't have to be the same sex as the pupil

The only exception is if:

- The searcher reasonably believes that there is a risk of serious harm being caused to a person if a search isn't carried out urgently **and**
- It's not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available



When an authorised staff member conducts a search without a witness, they should immediately report it to another member of staff, and make sure that a record is kept.

Headteachers and authorised staff members can search a pupil for:

- Any items with the pupil's informed consent
- Prohibited or banned items, with or without the pupil's consent

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to:
  - Commit an offence
  - Cause personal injury (including the pupil) or damage to property

## **6.6 Behaviour outside of school premises**

Pupils' behaviour outside school on educational visits and sports fixtures, is subject to the school's behaviour policy. Inappropriate behaviour in such circumstances will be dealt with in accordance with the school's behaviour policy.

Behaviours outside the school premises, including online conduct, can be considered as grounds for a suspension or permanent exclusion. This includes incidents:

- that could have repercussions for the orderly running of the school;
- that poses a threat to another person/s; or
- that could adversely affect the reputation of the school.
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;

The decision to suspend or exclude can be made by the *headteacher, in line with the principles of administrative law. DFE guidance on Suspension and permanent exclusion*

## **7. Rewards and consequences**

We are a school that focuses on restorative behaviour and the language of 'choice'. We model and teach all children emotional literacy and use the 'Zones

of Regulation’ framework to support this. Through this taught emotional literacy, we believe in developing children’s intrinsic motivation in the children to reach their goals through purposeful praise and link the feeling of being ‘proud’ to encourage children to make the right choices. We use effective daily recognition to ensure that children understand what they did well and what their next steps are. We use SPACE (Specific, Personalised, Achieve, Context, Extension) recognition to do this and support the learning of all children. (Appendix 3)

## 7.1 List of rewards

Positive behaviour, including exceptional effort, work or demonstration of respect will be rewarded with:

- Positive Praise as much as possible
- House Values rewards - please see table below
- Certificates (linked to values)
- Parent communication - sharing positives with parents e.g. Class Dojo platform
- Special responsibilities/privileges

<b>Values Points System</b>			
Houses	Value Points	Weekly House Winner	Termly House Winner
Malala Elizabeth Hawkins Mandela Peake	Every pupil from Reception to Year 6 is placed in one of the four house teams. These house teams are consistent across the school with every teacher grouping the children on Class Dojo. On Class Dojo, the available rewards are linked with our school values. If a child is recognised as going ‘above and beyond’ by any member of staff in the school, they will receive a Value point for their house team.	Weekly, the Year 6 House Captains count the points from their corresponding house in each class. The house with the most points overall are awarded 4 points, the next highest house three points, the house with second lowest number of tokens will get 2 points and the house with the lowest number of tokens will get 1 point. These points are represented by a house leaderBoard in the downstairs hall. The house with the most points that week is celebrated in Achievement Assembly.	Termly, the house team with the most stars is rewarded with a team treat.

## **7.2 Other rewards**

Weekly, 1 pupil from each class is rewarded with a Values Ambassador Certificate for showing our school value of the month. These should be nominated by members of their class, who have noticed them demonstrating these values in school.

Weekly, 1 pupil from each class is rewarded with a Teacher's Star of the Week Certificate. This is an acknowledgement of academic achievements from the previous week.

## **7.3 Lunch time Systems**

Rewards:

- Verbal rewards as much as possible
- Communication with parents e.g. Positive text messages to parents, notes home, certificates
- Dojo Points

### **Sanctions**

All staff will attempt to avoid confrontation and defuse situations wherever possible by talking to pupils in a calm, but fair manner. In cases where our standards are broken at lunchtimes a series of sanctions will be applied according to the 'Flowchart of Consequences'. It is the responsibility of the lunch time staff who witnesses the break in standards to issue the sanction.

## **7.3 Unsettled behaviour**

If an inappropriate choice has been made, we follow our levelled boundary procedures (displayed on Behaviour Blueprint) to ensure we are consistent with the language we are using as staff. We highlight inappropriate behaviour to the child privately, using specific scripts to ensure that all children have the opportunity to change their behaviour and make the correct 'choice'. The procedures ensure that the child has multiple opportunities that make the correct 'choice' and if they continue to choose undesirable behaviour, they will receive a logical consequence.

If a child displays repeated unsettled behaviour, this should be logged. If this behaviour is recurrent, class teachers should investigate more thoroughly. This may be by having a conversation with the SENDCO, the ELSA, SLT and/ or parents. Following on from these conversations, it may be that a more personalised approach is necessary.

## **7.4 Consequences**

As a school, we recognise that behaviour is a communication of a need. However, there are instances when consequences should be put in place.

At Perivale Primary School, we use a flowchart system that provides all adults with the means to ensure that all children know the consequences (See Appendix 4).

## **8. Pupil transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9. Training**

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process on safe handling. This is undertaken by the Inclusion Lead.

Behaviour management will also form part of continuing professional development.

## **10. Communication**

We recognise that efficient communication mechanisms are vital in achieving good behaviour. There are systems in place to ensure that clear and consistent messages are given when dealing with behaviour issues.

**staff ↔ staff** (Staff meetings, Nurture meetings, Phase meetings, Year group meetings, SEN reviews, Learning Partner meetings, liaison with lunchtime supervisors, class teachers and Senior Leaders).

**school ↔ child** PSHE (circle times), SEN reviews,

**school ↔ home** (reports, meetings with parents, phone calls, class dojo, parents' evenings, SEN reviews, letters)

**school ↔ outside bodies** (agencies, pre-school, secondary school)

## **11. Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and full Governing Board/standards committee) at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Board/standards committee annually.

## **12. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Board every two years.

# Appendix 2: Behaviour Blueprint (EYFS and KS1)



## Behaviour Blueprint

### Our Behaviour Stance

Expectations

Proud

Respectful

Inclusive

Resilient

Curious

Aiming High

Visible adult consistencies

'Meeting and Greeting'  
+  
and 'Sending and Ending'

Helping children  
+  
feel proud

Praise in public,  
+  
guide in private

Above and beyond recognition

Values Points

Values and Achievement Award

Behaviour: Stepped Boundaries

Positive Praise

Reminder

Use the microscript

Reflection

Microscript

I can see that...

I need you to...

Thank you.

(KS2)



## Behaviour Blueprint

### Our Behaviour Stance

<p><u>Expectations</u></p> <p>Are you making yourself proud?</p> <p>Are you respectful?</p> <p>Are you inclusive?</p> <p>Are you resilient?</p> <p>Are you curious?</p> <p>Are you aiming high?</p>	<p><u>Visible adult consistencies</u></p> <p>'Meeting and Greeting' and 'Ending and Sending'</p> <p>Encourage pupils to feel proud</p> <p>Praise in public, guide in private</p>	<p><u>Above and beyond recognition</u></p> <p>Values and Achievement Award</p> <p>House points based on school values</p>
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### Whole School Routines

<p>Silent Signals</p>	<p>Emphasis on school values</p>	<p>SPACE Recognition</p>
<p><u>Stepped Boundaries</u></p> <ol style="list-style-type: none"><li>1. Positive praise of the desirable behaviour</li><li>2. Discrete clear reminder</li><li>3. Discrete scripted conversation</li><li>4. Your choice, your behaviour, your consequence</li><li>5. Restorative chat and appropriate consequence</li></ol>	<p><u>Microscript</u></p> <ol style="list-style-type: none"><li><b>1. Shine the light</b> 'I've noticed that...'</li><li><b>2. Raise questions</b> 'Are you ok? It's not like you to...'</li><li><b>3. State the desired behaviour and why that is important</b> 'I need to see/ I need you to...'</li><li><b>4. Give choices</b> 'You can choose to...'</li><li><b>5. Consequence</b> 'If you continue...'</li></ol>	<p><u>Restorative conversation</u></p> <ol style="list-style-type: none"><li><b>1. Trigger</b> "What happened before?"</li><li><b>2. Identify feelings</b> "How did that make you feel?"</li><li><b>3. Empathy</b> "I can understand that you must have felt..."</li><li><b>4. Impact</b> "Who did this impact?"</li><li><b>5. Repair</b> "What needs to be done to make this right?"</li></ol>



## **Appendix 3: SPACE Recognition**

**S - Specifics (What did they do?)**

**P - Personalised (Their name)**

**A - Achieve (How this will help them in the task)**

**C - Context (In their overall learning)**

**E - Extension (Moving Forward)**

### Example

S - I love how you are looking when I am talking

P - Grace!

A - You are doing amazing listening

C - I know your work is going to be brilliant

E - Looking and listening helps us know what to do!

S - I love how focussed you are

P - Leon!

A - I love how resilient you are being!

C - This will mean you are trying your best in your learning!

E - Resilience is one of our school values and is so important!

## Appendix 4: Flowchart of Consequences

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Examples:</p> <p>1A - Not being on task/wasting time</p> <p>1B - Interrupting the lesson</p> <p>1C - Inappropriate movements around the class or school</p> <p>1D - Interfering with others' property</p> <p>1E - Not allowing children to join in</p> <p>1F - Making silly noises, gestures or actions</p> <p>1G - Talking whilst the teacher is talking</p> <p>1H - Not lining up appropriately (expectation – quiet, single line)</p> <p>1I - Distracting other children</p> <p>1J - Talking in assembly</p>	<p>Examples:</p> <p>2A - Intentionally ignoring adult requests</p> <p>2C - Play fighting or rough play with peers e.g. grabbing, tripping, swinging each other around</p> <p>2D - Minor damage to property that does not belong to them</p> <p>2E - Having disrespectful conversations to or about others</p> <p>2F - Making fun of others/deliberately winding them up</p> <p>2G- Dropping, throwing, flicking, damaging or misusing – objects, food, or equipment in any area of the school</p>	<p>Examples:</p> <p>3A - Refusing to follow instructions</p> <p>3B - 'Back- chatting' an adult</p> <p>3C - Intentionally swearing- to cause offence</p> <p>3D - Intentionally poking, prodding, pushing, kicking, tripping etc.</p> <p>3E - Misuse of toilet or wash area</p> <p>3F - Demonstrating disrespectful attitude/behaviour towards others</p> <p>3G - Deliberately targeting others</p> <p>3H - Demonstrating confrontational attitude/behaviour towards others</p> <p>3I - Placing themselves in danger</p> <p>3J - Making verbal threats of violence</p> <p>3K – Intentionally spitting</p>	<p>Examples:</p> <p>4A - Deliberate/Intentional defiance</p> <p>4B - Severe verbal abuse (may or may not involve swearing)</p> <p>4C - Fighting and/or causing injury to others</p> <p>4D - Significantly/deliberately damaging property that does not belong to them</p> <p>4E - Endangering others with equipment or objects e.g. staplers, chairs, furniture</p> <p>4F - Deliberately throwing stones/ objects at others or property</p> <p>4G - Leaving the learning environment without permission or a prearranged reason to do so</p> <p>4H - Causing harm to self or others by climbing on or up shelves, desks, bookcases etc.</p> <p>4I - Intentionally leaving the school building via inappropriate means e.g. using 'Emergency Fire Doors' or windows</p> <p>4J - Stealing</p>	<p>Examples:</p> <p>5A - Demonstrating actions which affect the health and safety, welfare and learning of members of the school community</p> <p>5B - Leaving the school grounds</p> <p>5C - Using severe physical violence towards others with intent to cause harm/damage</p> <p>5D - Vandalising school property including misuse of fire extinguishers and/or the Fire Alarm</p> <p>5E - Throwing school furniture with intent to cause harm/damage</p> <p>5F – Inappropriate on-line behaviour</p>

			4K - Intentionally hitting, kicking or slamming windows/doors/fences	
Use of the Perivale Behaviour Blueprint	Loss of time during the next available break/lunch for 5-10 minutes with CT, LP or Behaviour Support Team.	1 day restorative lunch time with MLT/Teacher on Duty (if repeated Level 3 behaviours or 3 subsequent behaviours).  <b>Teacher to inform parent (text and letter)</b>	2 - 3 days of restorative lunch with SLT/ Teacher on Duty.  <b>Teacher to inform parent (text and letter)</b>	Internal Consequence- Head's discretion. Fixed Term Suspension- Head's discretion. Permanent Suspension – Head's discretion.  <b>Head to inform parents</b>
If a child receives 5 consequences that require completion of reflection form = Report Card			Two Level 4 consequences = Report Card	One Level 5 consequence = Report Card

