



Behaviour Policy and Curriculum

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Vision

At Prestolee we want to create an environment that is **safe**, where everyone is **respectful** and where pupils come into each lesson **ready** to engage in learning.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same in line with the core values:

- A Sense of Belonging
- Openness
- Success for All

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Explicitly teach appropriate behaviour through positive interventions.

Expectations

Adult Behaviours –“When the adults change, everything changes.” (Pivotal Education)

At Prestolee, we have agreed that we expect to see from all of our staff, governors, trustees and visitors the following behaviours: Calmness, empathy, consistency, reflective practice and positive reinforcement.

All staff

- 'Meet and Greet' at the door.
- Refer to 'Ready, Respectful and Safe'
- Model positive behaviours and build relationships.
- Consistent use of praise and incentives
- Plan lessons that engage, challenge and meet the needs of all pupils.
- Be calm and seek to understand.
- Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils
- Never ignore or walk past learners who are misbehaving.

Key Stage Leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Key Stage leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence in the Key Stage to encourage appropriate conduct
- Support class teachers to ensure the needs of all pupils are met both inside and outside of the classroom environment, in consultation with the SENDco.
- Support staff in returning learners to learning by sitting in on reflection meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and Greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess the behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the corridors and the site, particularly at times of mass movement.

Pupils

Our three clear expectations of pupils are that every day they are:

- **Ready**
- **Respectful**
- **Safe**

Trackit Lights

The school operates Trackit Lights as its electronic behaviour monitoring and recognition system. Trackit Lights provides a consistent colour-coded framework through which staff can recognise positive behaviour and record occasions where behaviour falls below the school's expectations. Green is used to recognise positive choices, behaviour and engagement, with amber and red representing progressive stages of intervention in response to behaviour concerns. Records within Trackit Lights support the school in monitoring behaviour patterns and identifying where additional support or intervention may be appropriate. Parents and carers are engaged through notifications delivered via the app, providing timely information about their child's behaviour and supporting an effective partnership between home and school. The system is applied fairly and proportionately, with reasonable adjustments and individual needs considered where appropriate.

Behaviour Curriculum

Our core values	Our School Rules
We want our children to... Feel a sense of belonging, openness and success for all.	Be Ready Be Respectful Be Safe

PRESTOLEE NON-NEGOTIABLES

HIGH EXPECTATIONS FOR ALL



1. We attend school every day and always on time.
2. We wear full school uniform.
3. We walk calmly, quietly and safely when moving around school.
4. We allow teachers to teach and learners to learn.
5. We are kind and respectful to everyone.

Be Ready	Be Respectful	Be Safe
Our school is a place to learn and grow. We make the choice to be ready to learn and allow others to learn.	Our school is a place where we are considerate of others. We make the choice to be kind and respectful to everyone.	Our school is a safe place to be. We make choices that keep us and those around us safe.

Partnership Stage

If your child receives three red warnings in a half term, the partnership stage will be implemented where there is a cause for concern with a pupil's behaviour, either from continual low-level disruption or for more serious breaches of the behaviour policy.

During this stage the class teacher will:

- Assess the need for an Early Assessment to be completed or a behaviour plan. Reviewed every 6 weeks.
- Develop appropriate written targets with the pupil and parent/carer.
- Provide a behaviour record card to the pupil, which is shared with parents daily stating targets, actions, and review dates.
- Discuss both the consequences for the pupil if not meeting the required targets and the positive outcomes for everyone if conduct improves.

Restorative Conference

Should the pupil not meet the targets within the given time set, a restorative conference will take place. This meeting will include the Class Teacher, Pupil, Parent /Guardian, and in the first instance the Key Stage Leader. A member of the Senior Leadership Team will be in attendance at any subsequent meeting if improvements to behaviour have not been achieved. The meeting will address the pupil's attitude and behaviour and achievement.

- Every effort will be made to encourage and support a change in the pupil's behaviour.

If the pupil's behaviour does not improve then the Head Teacher will issue a final verbal warning and suspensions and exclusions will be considered.

Suspensions and Permanent Exclusions

Where extreme behaviour is demonstrated or repeated behaviours show no sign of improving, a child may need to be removed from the school at the Head Teacher's discretion following government guidance using a suspension (fixed period of time-up to 45 days) or permanent exclusion.

In the event of a suspension or permanent exclusion, parents, the Local Authority and Chair of Governors will be informed.

In the event of a permanent exclusion, the following applies:

Parents may make representations to Pupil Discipline Committee. Permanent Exclusion (Pupil Discipline Committee Decision)

Parents, Chair and Clerk of Discipline Committee, LA Officer informed.

Discipline Committee meet and consider all representations and reports (parents/child may attend).

Discipline Committee either reinstate or uphold exclusion.

Parents notified of right to appeal. If appeal successful, child is reinstated, If appeal unsuccessful, remove child from school roll.

Use of Reasonable Force

At Prestolee Primary School, the safety and well-being of all pupils and staff are paramount. There are circumstances when it is appropriate for staff to use reasonable force to maintain a safe and orderly environment.

Definition and Purpose:

Reasonable force refers to the minimum degree of physical contact necessary to prevent a pupil from:

- Committing an offence
- Causing injury to themselves or others
- Damaging property
- Maintaining good order and discipline within the school or during school activities

Authority to Use Reasonable Force:

- All school staff have the legal power to use reasonable force when necessary.
- This power extends to situations on school premises and during authorised activities off-site, such as school trips.

Guidance on Use:

- The force used must be proportionate to the circumstances and no more than necessary.
- Staff should consider any individual vulnerabilities, including SEND, mental health needs, or medical conditions, before using force.
- Reasonable force may also be used when conducting searches for knives, weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, or pornographic images if there is reasonable suspicion.
- Force may not be used to search for other items banned under school rules.

Training and Support:

- Staff receive appropriate training to manage behaviour safely and effectively.
- The school leadership team supports staff in the use of reasonable force and ensures all incidents are recorded and reviewed.

Recording and Reporting:

- All incidents involving the use of reasonable force must be documented promptly, detailing the circumstances, actions taken, and outcomes.
- Parents/carers will be informed of any significant incidents involving reasonable force.

Prestolee Primary School is committed to ensuring that reasonable force is only used when absolutely necessary and in a way that respects the dignity and rights of every pupil.

What we explicitly teach our pupils

At Prestolee Primary, we develop children's character through our behaviour curriculum. In order to build character, we define the behaviours and habits that we expect pupils to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practice these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be always applied when teaching the curriculum.

	EYFS	
Expectations	Teacher	Child
Environment	• Adult must point out children that are lining up well. "Well done you have your arms by your side and you are facing forward!" • Explain rules and have visual reminders displayed. • Adult to model respect for class rules and explain why they are important, for example "We don't run around because it is not safe and we want everyone to be safe"	• Line up in silence. • Walking in straight line, with hands by our side. • Facing forward in our line. • Follows classroom rules without being reminded. • To know if they have broken a class rule.
Social norms	• Adults provide opportunities to visit different places, and models the correct behaviours. • Adult will model inviting another child to play. • Adult will model finding a solution to a problem, for example, "We can't all be spider man, so could we think of another superhero we could be?" • Modelling ways to calm yourself down, for example, take a deep breath, adult uses emotion coaching strategies. • Explicit teaching of feelings through PSHE curriculum.	• Listens and responds to simple instructions 'Get your coat and bag'. • Say Good Morning (insert teacher name) as they walk through the door. • Saying please when asking for something and thank you when receiving something. • Carry out simple tasks given by adults to help e.g. tidy up. • To act appropriately when in new social situations. • Can tell a teacher how they feel or if something is wrong. • Use strategies to calm themselves. • Don't speak when their mouth is full of food.

Friendships	- Highlight and praise children that have positive friendships and narrate what it was that was kind in their behaviour. For example "You shared your toy with your friend and asked them to play that is very kind, well done!" - Give opportunities for children to work with others outside of their friendship groups. - Models sharing behaviours.	- Offering to help a friend when they have hurt themselves. - Ask a friend to play with them. - Listen to their friends ideas when playing and agree a solution. - Shares objects and toys.
Attitudes to learning	- Promote active listening skills "I can see you are sitting up straight and listening carefully that is why you have got the right answer!" - Model mistake making and how to positively overcome these mistakes. - Support the children to set goals.	- Carefully listens by sitting up straight, looking at the person speaking - Paying attention at all times. - Set a goal for themselves and try to achieve it.

	KS1	
Expectations	Teacher	Child
Environment	- Adult must model walking correctly down the corridor, and point out smart lining up. - Explain how the cloakroom should look and praise children for handing their coat and bag up. - Model the behaviour of picking up items when they are left on the floor. "I am going to pick this up because it is respectful". - Explain the rules of the classroom and greet children at the door, reminding them to be ready to learn.	- Line up and walk silently without leaning or touching walls. - Hang my coat and bag up. - Pick up someone else's items off the floor and return to the peg/classroom. - Ask staff to enter or exit the classroom/building. - Enter the classroom calmly and sit down in my seat, ready to learn. - When the whistle blows we stop, be silent and stand still and when called I walk to my line and line up silently. - Follow classroom rules without being reminded.
Social norms	- Adults will model and prompt use of social phrases towards children and other adults. - Adults will praise children using tokens when a pupil holds a door open. - Staff member will go into the hall for dinner and model saying please and thank you when getting lunch. - Teach children the social norms when eating lunch, including voice volume.	- Says social phrases for example; "Good Morning, Good Afternoon, How are you?" - Can explain how their actions might make others feel. - Open the door for adults or other pupils. - Greet members of staff with a smile. - Say please and thank you when collecting dinner and ask for food politely.

	• Teach children about personal space and why this should be respected.	• Use a quiet inside voice when in the hall and classrooms. • I use a knife and fork correctly. • Respect peoples personal space.
Friendships	• Teach kind and unkind behaviour. • Remind children of using kind behaviours at break time and model playing if needed outside. • Model speaking about kind and unkind behaviours, and build a safe relationship with the children in your class.	• Play safely without hurting anyone. • Do not play fighting games because we may hurt someone by accident • Be kind and let someone join in with a game I am playing. • To know when someone is being kind/unkind and tell an adult if something is wrong.
Attitudes to learning	• Promote smart sitting “Well done, you are sat up straight with your arms folded, you are ready to learn.” • Promote engagement by praising others “Well done, you are putting your hand up and giving excellent ideas!” • Model facing challenges with a positive outlook, using previous strategies taught. • Model using resources and scaffolds, by talking out loud.	• Shows good listening, looking at the board, sat up straight with their arms folded. • Engaged in the lesson by answering and asking questions. • Uses resources/scaffolds provided, appropriately. • Is beginning to take on challenges with a positive attitude.

Lower KS2

Expectations	Teacher	Child
Environment	• Teachers to ALWAYS be present when children are transitioning. • Remind children of the class rules and be present at the door to greet and remind to be ready to learn. • Remind children how to keep their lockers tidy and their trays organised. • Share clear expectations of how you should enter the room and how to sit, ready to learn.	• Walking silently in a straight line, walking on the left side of the corridor. • Follow all class rules without being reminded and speak about why these are in place. • Keep your own locker and tray tidy. • Enter the classroom calmly and quietly, sitting down smartly. • When the whistle blows we stop, be silent and stand still and when called I walk to my line and line up silently.
Social norms	• Model a calm and polite tone when interacting with others. • Remind pupils of social queues when in social situations in and out of school. For example “Please remember that when we are inside the church we sit	• Understanding that a calm and polite tone is used to show respect. • Consistently use social phrases with all adults for example; “Good Morning, Good Afternoon, How are you?”

	sensibly and speak quietly when inside.” • Model accepting other opinions e.g. “I understand that you may not feel this way/ believe in this but...”	• To confidently understand the social queues expected from different environments including; A place of worship. • Use eye contact during a conversation. • Accept other people’s opinions.
Friendships	• Teach kind and unkind behaviours and different ways to approach these behaviours. • Teach the children about different emotions and how to react to these. • Teacher will model positive communication and language between friends during playtime. • Remind pupils of what is safe and unsafe on the playground, and share games/activities that are safe.	• To understand when a friend is being kind/unkind and to speak to a teacher if needed. • If you see a friend that is left out or upset, to let them join in or help them. • Follow rules in a game, and know what is safe/unsafe when playing.
Attitudes to learning	• Model using scaffolds/resources by talking out loud. • Teacher will continue to use positive praise to reinforce good listening. “Well done, I can see that you are listening because you have your eyes on the board and you are engaging in the lesson by putting your hand up!” • Give examples of high standards of work, and set these high expectations for all children. • Teacher will model persevering through a challenge and encourage children when faced with one.	• Use scaffolds/resources responsibly, and chooses when it is appropriate to do so. • Listens carefully for extended periods of time. • Proof reads work before handing it to an adult. • Makes a positive contributions to class discussions. • Work is completed with care and pride. • Tries hard to persevere with difficult tasks, and when stuck asks for help.

	Upper KS2	
Expectations	Teacher	Child
Environment	• Staff member to ALWAYS be present when children are transitioning. • Remind children of class rules and greet children at the door reminding them to be ready to learn. • Show an organised tray and model putting items away. • Praise children for reminding others to pick up items in the locker area or for doing it themselves. “Thank you for keeping this area tidy, you are making sure it is safe.”	• Clear understanding of class rules and follows these consistently. • Walking in a silent line, walking on the left side of the corridors. • Keep the locker area tidy and tell a teacher/remind another child if there is a mess. • Keep your tray organised in class. • Enter the classroom calmly, silently and begin any work that has been set.

	Teacher to explain clearly the roles and routines of the classroom so they are clear of what to do when they enter the classroom.	When the whistle blows we stop, be silent and stand still and when called I walk to my line and line up silently.
Social norms	- Teacher would model using a calm and polite tone when teaching. - Teach children how they can support others when they are struggling. E.g. how to communicate with someone that is upset outside. - Teach children about other beliefs and cultures, hold discussions on how to respect these. - Remind pupils of social queues when in social situations in and out of school. For example "Please remember that when we are inside the church we sit sensibly and speak quietly when inside."	- Use calm and polite tones and use manners with all staff and pupils. - Do not stare at other people inappropriately. - Show tolerance and respect for other peoples beliefs and cultures. - Uses polite gestures consistently, for example, says good morning, please and thank you, holds the door open for an adult. - Are welcoming to visitors, sharing all the polite behaviours they do with familiar staff. - To fully understand the social queues expected from different environments and consistently act in an appropriate way.
Friendships	- To teach a range of emotions and how to regulate these. - Model problem solving different social issues on the playground. Asking questions to encourage this e.g. "What could we do to solve this?" "What could be the best solution?" - Create a team culture within the classroom where everyone has respect for one another. - Model how to work cooperatively in the classroom and how to support each other when they are struggling.	- Identify what has made them feel a certain way and explain this calmly. - To regulate their own emotions and problem solve themselves. - To walk away/tell a teacher if emotions begin to escalate (if unable to problem solve themselves). - To have good friendships within the class and be civil with other members. - To help other children in their class and around school if they are hurt/struggling.
Attitudes to learning	- Model how to use scaffolds/resources, giving reminders. - Teacher will praise pupils that are on task and have listened to the instructions carefully. - Teacher will give clear step by step instructions. - Give examples of high standards of the work, and set these high expectations for all children.	- Uses scaffolds/resources - Work independently with little instruction, keeping on task. - Act on feedback promptly. - Work is completed with care and pride. - Never gives up when learning is difficult, but knows strategies if stuck. - Has a positive outlook on school and their education, sharing their aspirations confidently.

	• Teach how to be resilient when faced with a challenge, model how to use strategies. • The teacher will be encouraging of their aspirations.	
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