



**Plympton**  
Primary School

## Student Behaviour Policy

**VISION** Building better futures for our school community

**VALUES** Caring, Honesty, Effort, Respect, Resilience, You Taking Responsibility

---

### Principles

---

Our behaviour code is based on our school values Care, Honesty, Effort, Resilience, Respect and You Taking Responsibility (CHERRY).

Our Student Behaviour Policy is written in line with Department for Education Behaviour Support Policy.

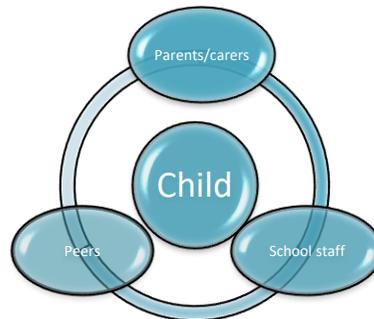
We have a Plympton Primary School (PPS) Behaviour Code, promoting positive behaviour expectations for all students that is distributed at the start of each year and discussed with all students.

CHERRY Values are taught explicitly at the start of the year and revisited throughout the year.

Conflict is managed using Restorative Practices developing a sense of ownership and personal responsibility with children.

The outcomes of this will be reflected in a safe, inclusive and supportive learning environment with high expectations for all children to:

- be in a safe learning environment in which the rights of all children to learn and all teachers to teach are upheld and supported
- accept responsibility for their own behaviour and make positive behaviour choices
- be successful in their learning, social and physical pursuits
- be familiar with the restorative approach to manage conflict and disputes



### Supporting Positive Behaviour

#### Restorative Practice:

We use Restorative Practices at PPS as a way to resolve conflict and disputes between children. Restorative practice gives children a chance to tell their side of the story and feel heard, to have an understanding of the how a situation happened and explore ways to move on.

Ref:

*Working Restoratively in Schools.* Bill Hansberry  
*Grab and Go Circle Time Kit* Bill Hansberry

#### Peer Mediators:

Older students are trained in Restorative Practices to help younger students resolve low level conflicts in the yard. Peer mediator programs can increase a climate of care and cooperation in schools.

Ref:

*How to Do Restorative Peer Mediation in Your School*

Bill Hansberry and Christie Lee Hansberry

#### Buddies:

Younger children have a Buddy Class at school. Classes meet weekly to share activities that mutually promote children's cooperative learning behaviours such as turn taking and sharing.

### Parents and Carers:

The school will work closely with children, parents and carers to build a community approach to supporting children in making strong behaviour choices.

### Supporting Positive Behaviour.

We have a Plympton Primary School Behaviour Code, promoting positive behaviour expectations for all students that is distributed at the start of each year and discussed with all students.

- Teachers will provide students with clear, agreed and consistent boundaries (whilst still being flexible) that create a sense of predictability and emotional safety for students. This is particularly important for many students with a range of developmental disorders including Attachment, or those who've experienced abuse and/or other trauma
- *Mind UP Curriculum:* The *Mind UP Curriculum* is dedicated to helping students deepen their understanding of their own mental processes. The recommended Core Practise (mindful practise) helps children understand their impulses, thoughts, feelings and behaviours, with improved self-

regulation and self-control as well as identifying moods and feelings.

- Circle Time using a positive pedagogy focused on building a sense of belonging. It is not a process for addressing wrongdoing. Circle Time has a positive effect on Student behaviour. Appendix 1.
- What to do next strategies e.g. Wheel of Choice, emotion visuals etc.
- Managing conflict and incidents through restorative conference conversations.
- CHERRY Values reinforced as part of positive behaviour management.
- Kath Murdoch's Learner Assets e.g. self-managers.

### How do we promote respectful yard behaviour?

#### Peer Mediators

Peer mediators will use their peer mediation skills to support children with low level conflicts and disagreements in the yard referring more serious conflicts to the yard duty teacher.

#### Yard Duty.

It is the responsibility of the yard duty teacher to be vigilant and active during yard duty.

Minor behaviours will be dealt with in the yard by using logical consequences such as counselling students and restorative conversations regarding the behaviour, time-out in the yard or accompanying the teacher on duty.

Following a serious infringement in the yard, the duty teacher brings the student to the front office and explains the situation to Leadership staff who will follow up on the incident.

In the case of an urgent incident that requires support from the Leadership Team in the yard, the duty teacher should call the front office and request support.

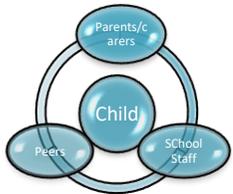
### How do we manage unacceptable behaviour?

*'...procedures do not necessarily follow in a linear pattern but are taken on a case by case basis, taking into account student individual need, (e.g. Student with a Disability) age appropriate and negotiated with the Leadership Team'*

- Manage the individual needs of those involved in the classroom using restorative practises, A & B choices, 'Now and Next', reflection time.
- Make up time for missed learning.
- Go to 'reflection class'.
- Miss playtimes; this can be time spent in the classroom or office with a restorative activity and managed by the class teacher.

- Involve support from leadership.
- Time out in the Front Office.
- Walk with a duty teacher.
- Restricted or supervised play.
- We follow DfE procedures which include, Take Home, Internal Suspension, Suspension, take advice from Support Services and Exclusion.

## Who is Responsible?



## It is the responsibility of the whole school community including children, teachers and families to:

- model School CHERRY Values
- have effective communication between leaders, teachers, parents and children.
- positive reinforcement of strong behaviour choices.

## Responsibility of Children

Children will follow the school CHERRY Values. Children will follow the Plympton Primary School Behaviour Code.

## Responsibility of Parents and Carers

Parents and carers will model and promote safe, respectful and inclusive relationships with their own children, other children and young people, other parents/carers and school staff. Parents will have knowledge of and work collaboratively with the school to implement the School's Behaviour Policy and the Plympton Primary School Behaviour Code.

## Responsibility of Teachers

- Teachers will work with children to set class expectations and clearly explain the Behaviour Code.
- Teachers will use and model school CHERRY Values.
- Teachers will use the Child Protection Curriculum to explicitly teach children about safe and inclusive behaviour.
- Teachers will facilitate restorative mediation when managing incidents.
- Teachers will communication with parents either though phone call or Seesaw app.

- Teachers will acknowledge strong behaviour choices and use positive reinforcement.
- Teachers will use negotiated learning and behaviour plans to support children behaviour.
- Class teachers will communicate closely with Specialist teachers to ensure a consistent approach.
- On requiring support from Leaders, class teachers will ensure relevant information is passed to Leadership staff.

## Responsibility of Leaders

- Leaders will work alongside, and communicate with, teacher's staff and parents regarding the process and outcomes of a behaviour management concern.
- Leaders will case manage cases of ongoing and serious behaviour concern in close liaison with class teachers, families and children.
- Ensure that teachers have access to professional learning to have confidence in recognising, responding to and managing problematic behaviour incidents.

## Promoting Positive Behaviour

- Class agreed reward system
- Acknowledgements, using CHERRY Awards, in class rewards and acknowledgement systems in line with the CHERRY Awards to acknowledge positive behaviour choices.
- Yard awards using CHERRY Tickets to recognise strong behaviour choices.

## Recording and Record Keeping

- We will use school record management systems to record negative and positive incidents.
- We will use EDSAS to record behaviour management incidents.
- We will use behaviour logs including SENTRAL for those children who have regular behaviour concerns as this can be useful to see patterns emerging and help support the children with strategies to manage behaviour choices.

REVIEWED: 2019

Appendix.

Appendix 1 Prof' F McCarthy 2009 :

*Among changes noticed were improvements in the behaviour of students in classrooms. Students were more courteous and paid better attention to their teachers; they showed increased caring and concern for their classmates and, in many cases, classrooms appeared to be happier and more friendly places. Additional changes within the classroom were that student behaviour towards others improved; they were willing to work together; there was more mixing across friendship and gender groups, and more attention and concern paid to other children.*

*The Grab and Go Circle Time Kit for teaching Restorative Behaviour p9Bill Hansberry*

### Reference Material:

How to Do Restorative Peer Mediation in Your School.

Bill Hansberry and Christie Lee Hansberry

Working Restoratively in Schools. Bill Hansberry

Grab and Go Circle Time Kit. Bill Hansberry

The Mind UP Curriculum Scholastic