



## **Pirton Hill Primary School**

### **A Guide to our Behaviour Policy (Years 1 - 6)**

Ensuring that children develop and embed the expected behaviours is crucial in their personal, social and academic development; so that they can make friends and learn what they need to learn.

When children start at Pirton Hill, they (*and their parent or carer*) sign the Home / School Agreement which includes a statement about supporting the school's behaviour policy. We are very grateful to all of our parents and carers for adhering to what they signed up to do – it makes a real difference for their child.

The behaviour policy is available on the school website and we encourage all parents and carers to read it!

#### **The School Rules:**

Our School Rules are:

- Show pride in the Pirton Hill and arrive ready to learn
- Be kind and polite to others
- Follow all adult instructions
- Treat all school and community property with respect
- Strive to be the best you can be

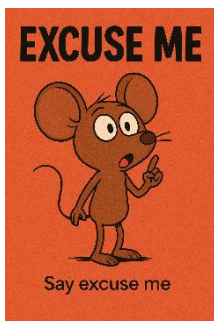


### **GREAT Manners:**

We believe that teaching good manners is a vital part of a child's education. Good manners help to create a positive and respectful environment where all children feel valued and safe.

We are also preparing children for life beyond the classroom, helping them to develop the social skills and confidence they need to thrive in society.

#### **Our Pirton Hill GREAT Manners**



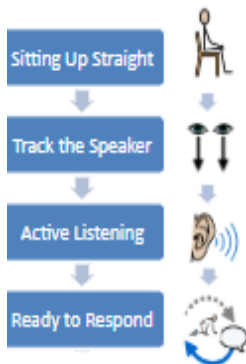


## **Our School Routines:**

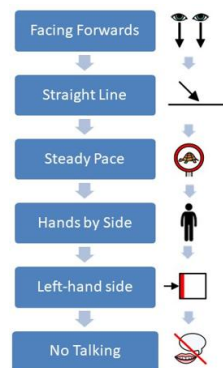
The school has clear and precise whole school routines which all staff and children are expected to adhere to. These support a calm learning environment, provide consistency for the children and improve learning.

Routines are explicitly taught at the start of each term and then recapped / explicitly practiced regularly.

### **Super Star Sitting**



### **Wonderful Walking**



Our whole school routines include:

- SuperSTAR Sitting
- Wonderful Walking – walking around the school as a class / group
- Ready for the Day
- Considered Contributions
- Talk Partners
- End of playtime / lunchtime
- Entering Assembly
- Fire and Lockdown Routines



## Habits of Successful Students



In addition to the basic school rules, and the school / class routines, the school recognises that successful students (and adults) all develop certain behaviours – or habits – that contribute to their success. We believe that instilling these expectations in the children every week will result in life- long habits will be formed, increasing the child’s chance of success - both at Pirton Hill and beyond.

The expectations that we believe children need to develop into habits to be successful are:

- Wearing the correct school uniform at all times
- Having the correct equipment in school each day (e.g. PE Kit)
- Consistently demonstrating the expected behaviour and attitude towards learning (defined
- as not having to complete a self-reflection sheet)
- Completing all homework by the due date (refer to Homework Policy)
- Arriving at school on time, every day (Year 5&6 only)

On a Friday, the parents / carers of every child who has met our expectations will receive a “well done” message via the Weduc app to celebrate those children who consistently demonstrate these good habits.



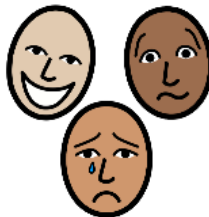
## **Emotional Literacy**

We believe that teaching all children to recognise, name, manage and accept a range of emotions throughout primary school is essential for their overall development.

Research shows that:

- children with strong emotional awareness and regulation skills are better able to manage their behaviour, form positive relationships and engage effectively in learning.
- when children understand their emotions, they are less likely to react impulsively and more likely to use problem-solving skills, leading to fewer behavioural issues.
- Socially, they develop empathy, resilience and the ability to communicate their needs, which strengthens friendships and reduces conflicts.
- Emotionally literate children are also more engaged and focused in lessons, improving their academic progress.

By embedding emotional development in our school, we help children build the self-awareness and confidence they need to succeed both in school and beyond.





## **Representing the School**

It is an honour to be chosen to represent Pirton Hill Primary School at an external festival / competition (*e.g. sport; music; drama; spelling; Maths*).

We want those children who are chosen to represent the school are good ambassadors for Pirton Hill.

Therefore, children will be selected to represent the school if they:

- consistently achieve a “green virtual postcard”;
- There are no current concerns over school work;
- Attendance is good or improving; *and*
- They have shown a commitment to the activity (*where relevant – e.g. football team / choir*)

## **Rewarding Good Behaviour**

During the day / week, all children are likely to show moments where they surpass the expected behaviour.

Our main way of recognising this and celebrating it, is through the awarding of house points.

All children belong to one of the following houses and earn points for themselves and for their house.

			
<b>Chiltern</b>	<b>Griffin</b>	<b>Hatters</b>	<b>Lea</b>



Each week the three children with the highest number of house points in each class will receive a certificate and be recognised in assembly.

In addition:

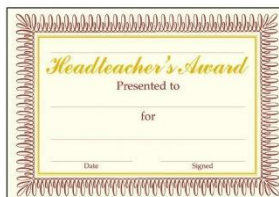
- For Year 1 and Year 2, the children will get to pick from the lucky dip of prizes.
- For Year 3 - 6, the children will have a 20-minute reward time on a Friday afternoon.
- the class with the most house points is celebrated in assembly.

The house who have earned the highest number of house points **in a half term** will have a non-uniform day on the last day of the half term.

The house with the highest number of house points **at the end of the year** will have a reward decided on by the Head and Deputy head.

### Headteacher's Award

Any child can be nominated by a member of staff for this award; it is for an exceptional piece of learning (*at home or at school*) or for being an exceptional role model.





## Behaviour Levels

In school we have clear behaviour levels, so that everyone knows what expected “green” behaviour looks like, what good “blue” behaviour is and so that we know the consequences if we make the wrong choices.

Level 1	If I show brilliant behaviour...	...by... <ul style="list-style-type: none"> <li>consistently showing expected behaviour</li> <li>being a good role model</li> <li>being enthusiastically involved in learning</li> <li>showing good manners - holding doors, using please and thank you</li> <li>caring for the school environment e.g. picking up rubbish, coats</li> <li>extending learning outside of the classroom / school</li> </ul>	...I may get... <ul style="list-style-type: none"> <li>a sense of satisfaction and achievement</li> <li>recognition from my peers (e.g. applause)</li> <li>house points</li> <li>a Headteacher's Award</li> <li>a well done shared with my parent / carer</li> <li>an additional privilege or responsibility</li> <li>'Star of the Day'</li> <li>a sticker or stamp</li> <li>a personalised reward (e.g. iPad time)</li> </ul>
Level 2	If I show the expected behaviour...	...by... <ul style="list-style-type: none"> <li>listening carefully</li> <li>being engaged in learning</li> <li>being polite</li> <li>trying hard</li> <li>persevering</li> <li>demonstrating the Characteristics of Effective Learning (hexagons)</li> </ul>	...I may get... <ul style="list-style-type: none"> <li>a sense of satisfaction and achievement</li> <li>a thumbs up or a smile</li> <li>a "well done" from a member of staff</li> <li>a privilege or responsibility</li> <li>green message home</li> </ul>
Level 3	If I choose to not follow the school rules...	...like... <ul style="list-style-type: none"> <li>ignoring instructions</li> <li>not listening</li> <li>calling out</li> <li>talking while someone else is talking</li> <li>pushing in the line</li> <li>tell lies about others</li> <li>disrupting others</li> <li>persistently not working</li> <li>rough play/play fighting</li> <li>answering back</li> <li>teasing or winding other children up</li> <li>using inappropriate words</li> </ul>	...I may get... <ul style="list-style-type: none"> <li>to miss out on praise or rewards</li> <li>a warning</li> <li>time to reflect on actions</li> <li>to move to another space in the classroom</li> <li>to miss up to 10 mins of play/lunchtime</li> <li>a temporary loss of privileges</li> <li>an opportunity to talk to my teacher about the behaviour</li> <li>asked to apologise</li> </ul> ...repetition of these may result in... <ul style="list-style-type: none"> <li>my behaviour level being raised to Level 4</li> </ul>
Level 4	If I choose to keep doing the same thing or do something a bit more serious...	...like... <ul style="list-style-type: none"> <li>hurting someone (physically)</li> <li>throwing something</li> <li>persistently swearing</li> <li>damaging property</li> <li>verbal abuse/threat to staff</li> <li>persistent refusal to follow adults' instructions</li> <li>bullying (Definition: several times on purpose)</li> <li>racist/homophobic name calling</li> </ul>	...I may get... <ul style="list-style-type: none"> <li>the Phase Leader being notified</li> <li>removed from the playground at play / lunchtime</li> <li>an internal exclusion (up to 1 day)</li> <li>to work away from my peers for a fixed period</li> <li>extended loss of privileges / representing the school</li> <li>exclusion from events</li> <li>a daily school / parent communication book</li> <li>involvement of other provisions (i.e. Behaviour unit)</li> <li>ag after school detention</li> </ul> ...my parents may have to... <ul style="list-style-type: none"> <li>attend a behaviour review meeting</li> <li>sign and support and Behaviour Management Plan</li> </ul> At Lv4, the adult dealing with the incident will record on CPOMS and the class teacher will record action & inform parents
At Level 4, the head teacher has the authority to implement an instant exclusion or a longer period of exclusion based on the severity of the offence			
Level 5	If I choose to keep doing the same thing or do something even worse...	...I may get... <ul style="list-style-type: none"> <li>an extended internal exclusion, or attendance at Nurture / a Behaviour unit (part-time or full-time)</li> <li>my parents attending a behaviour review meeting and Behaviour Management Plan implemented</li> <li>to be on report</li> <li>an after-school detention</li> <li>further exclusion from events</li> </ul>	At Level 5, the head teacher has the authority to implement an instant exclusion or a longer period of exclusion based on the severity of the offence





### **Detrimental Behaviour Choices**

Children come to school to learn and this includes learning about expected behaviour and learning from mistakes.

So, where children make the detrimental behaviour choices, they will be expected to **reflect on these** and learn from them (with our support, of course).

Spending time thinking about (or talking to an adult about) their on detrimental behaviour choice is essential as it allows the child to:

- Reflect on their actions and understand why the behaviour was detrimental, who it impacted;
- Reflect on the reason (cause) of the detrimental behaviour;
- Help the child/ren involved to move back up our behaviour ladder from their dysregulated state;
- Consider how they can put things right in the here and now; and
- Develop strategies of how they can react differently in the future.

Sanctions will be applied in accordance with the behaviour level ladder. If children continue to make the wrong choices, further sanctions (internal exclusions, after-school detentions or even suspensions) will be applied.



All adults will follow the procedure below for low-level behaviour incidents (Level 3) in school.

1. Warning and reminder of consequence
2. If the child repeats the same behaviour, complete the reflection activity, catch up on lost learning time at the next break
3. If the child repeats the same behaviour, child is moved within the room to allow regulation time and refocus time (child will still also need to miss 10 minutes of playtime/ lunchtime).
4. If the child repeats the same behaviour, Pastoral worker to be called to support the child. (This is now .Level 4 behaviour and will be recorded on CPOMs – our behaviour and safeguarding recording system)
5. If the child repeats the same behaviour, a senior leader will be called to remove child and discuss the issue / consequence.

**It is expected that a child will learn from their reflection and not make the same poor choice in the future.**

However:

- If a child has 3 low-level behaviour incidents (Level 3) in a week cycle, so completes 3 reflection sheets, an internal exclusion will be sanctioned. Parents will be informed of this via Weduc/ telephone.
- If a child has received 2 internal exclusions in a half term period, this leads to an afterschool detention. Parents will be informed of this via Weduc/telephone before the detention is to take place.
- If a child still continues to make poor choices, further consequences will be applied.



## School Uniform

We expect to see all children wearing the correct school uniform each day; showing pride in the school and themselves.

### Our Uniform



Pirton  
Royal  
Blue  
jumper



Black or Grey  
trousers/skirt  
/dress



Plain  
white  
polo  
shirt



Blue Gingham  
Summer  
dress /  
playsuit



Black school shoes - with no  
plain / no coloured branding or  
markings – and black laces.

***Note: high heels, boots above the ankle or flip flop style sandals are not appropriate.***



Plain black, plain white or  
Plain grey school socks  
*White socks with the blue  
gingham ribbon are acceptable.*



- Plain grey or plain black tights (*in winter*).
- Plain black or grey shorts (*in warm weather*)– *no logos*
- Long hair tied back with Pirton **royal blue, plain black or plain white** hairband (*if beyond shoulder length*).
- Head scarves or turbans (***black, royal blue or white***).

#### Permitted Jewellery:

- One pair of small, plain stud earrings.
- A suitable child's wrist watch.
- One fabric religious band is also permitted.
- During PE, earrings must be removed or covered up with tape for safety reasons.

#### PE Uniform

- Plain white t-shirt or polo shirt (*in addition to uniform*) – *no large/small logos, markings or designs*.
- Plain black shorts (*above the knee - no hot pants / cycling shorts*) – *no large/small logos*
- Any trainers or black plimsolls
- Plain black tracksuit (*for outside*) – *no logos*



#### Please be aware:

- If a child arrives wearing incorrect uniform (*including shoes*), we will contact parents / carers and ask them to bring the correct uniform to school.
- If a child arrives wearing jewellery that is not permitted, they will be asked to remove it.