



Pencombe Primary C E Primary Behaviour Policy

We aspire that, through the love of Jesus, everyone should have
"life" and live it to the full (John 10:10)

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At Pencombe Church of England Primary School our vision is deeply Christian and built on the words of Jesus:

'We aspire that, through the love of Jesus, everyone should have "life"

and live it to the full.'

(John 10:10)

We take the words of Jesus in John 10:10 promising 'life in all its fullness' seriously and believe that all within our community should be able to flourish and achieve their full potential. This is reflected in our high standards for behaviour and we expect all members of the school community, including visitors, to be positive role models. It is important that home and school work together to promote positive values that will ultimately prepare our pupils for their future lives.

We aim to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

We aim to encourage good manners, honesty, respect and tolerance for others. Our school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and therefore develop to become positive, responsible and increasingly independent members of our school and the wider community.

Our school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school in aiming to allow everyone to work together in an effective and considerate way.

We treat all children fairly and apply this behaviour policy consistently when working with all children.

We expect the highest standards from all of the children and from everyone who works within the school.

Parents, staff and children all make a contribution. Success comes when there is mutual respect, trust, openness and honesty between all partners, who must acknowledge the importance of each other's roles. Teachers will recognise each parents' special interest in his/her child, and parents need to recognise that individual children's interests have to be set in the context of the class, the year group and the school.

Links with other policies; Exclusion Policy, Peer on Peer Abuse Policy, Anti-Bullying Policy

How we work together

At Pencombe CE Primary School, everyone has a role in ensuring that pupils feel safe, valued and able to fulfil their potential.

1. Pupils should:-

- demonstrate sensitivity to the needs of others, irrespective of their differing abilities, their physical strength or characteristics, their gender, race or age,
- set a good example to others by demonstrating good behaviour, learning to resolve conflicts by peaceful means, without resorting to physical or verbal abuse, or foul language,
- show good manners and respect for all people in school and consideration for others when moving around,
- show respect for other people, their work and property,
- work productively, without wasting time, and acknowledge through their behaviour the right of each individual to do the same.

2. Parents should:-

- collaborate actively with the school, so that children receive consistent messages about how to behave at home and at school,
- read and support the academy rules as explained in the school prospectus,
- support their child's learning and co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the academy, using appropriate home/school communication, and we inform parents immediately if we have concerns about their child's welfare or behaviour,
- support the actions of the school, if the school has to use reasonable sanctions to punish their child. If parents have concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains they should contact the Head of School or Executive Headteacher. If these decisions cannot resolve the problem a formal grievance or appeal process can be implemented,
- understand that any allegations made against other members of the school will be treated seriously and investigated thoroughly.

3. Class teachers (and Cover Supervisors) will:-

- treat each child fairly and consistently and enforce the behaviour policy consistently. The teacher will treat all children in the class with respect and understanding,
- set a good example to children and other adults by behaving and working in ways that are considered desirable in children and are agreed as standards among the adults,
- will keep a record of any incidents of persistent and disruptive behaviour,
- in the first instance the class teacher deals with any incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher will seek help and advice from the Senior Management Team,
- liaise with external agencies as necessary to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with an educational psychologist (via the SENCO or Pastoral and Safeguarding Manager),
- have high expectations for the children in terms of behaviour and strive to support all children in working to the best of their ability,
- will report to parents about the progress of each child in their class, in line with the whole school policy. The class teacher may also contact a parent if there are concerns about the behaviour of a child,
- have primary responsibility for pastoral care. This includes:
 - 1) Giving rewards and sanctions (see section entitled 'rewards and sanctions').
 - 2) Watching out for children who are behaving out of character, or may be distressed or upset.

- 3) Treat any issues when they occur in a caring and sympathetic manner in the hope of achieving a positive outcome.

All relevant concerns **MUST** be discussed with a member of the Senior Management Team.

4. Support staff:-

- have a responsibility to uphold the behaviour policy,
- should ensure that children move sensibly and quietly through the school,
- will help to ensure a calm atmosphere in the classrooms through supporting the class teacher to achieve the aims outlined in section 3.

Lunchtime Supervisors will, in addition . . .

- listen to children in a calm and supportive manner,
- report any significant incidents to the class teacher without delay,
- liaise with the Safeguarding Manager as appropriate,
- support children in playing purposefully and co-operatively by setting up games and supervising the use of playground equipment.
- Follow the procedures in the Lunchtime Supervisor policy.

5. The Head of School and Executive Headteacher will:-

- implement the academy behaviour policy consistently throughout the school, and report to governors when requested, on the effectiveness of the policy,
- support staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy,
- give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour the Head of School or Executive Headteacher may permanently exclude a child.

6. The Governors:-

- have responsibility for setting down the general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Head of School and Executive Headteacher in adhering to these guidelines.
- may give advice to the Head of School or Executive Headteacher about particular disciplinary issues. The Head of School and Executive Headteacher will take this into account when making decisions about matters of behaviour.

A record of all reported serious incidents will be kept by the Safeguarding Manager

Encouraging Good Behaviour

At Pencombe CE Primary School we encourage and reward good behaviour in the following ways:

Encouraging Good Behaviour

- We have high expectations of behaviour around the school,
- We are kind, fair and consistent in our expectations of and responses to children,
- We develop the children's moral and spiritual education in assemblies based on weekly values themes.
- Teaching is well planned and interesting, providing children with challenging but achievable tasks.

We follow a 'reach for the stars' behaviour management system where children are encouraged to demonstrate good behaviour and remain on green on the class rocket. Children who break a school rule after being given a warning are moved to orange, where they can earn themselves back to green by making positive and conscious steps in improving their behaviour. Children who continue to break the rules or commit a serious act are moved to red.

Good behaviour is rewarded with:

- 1) Verbal praise - a well done or a smile.
- 2) Being green on the rocket (reach for the stars).
- 3) Approval by other staff. Children love to go to other teachers for praise and rewards,
- 4) Approval by the Head Teacher/Senior Management Team, either through individual praise and a sticker or by requesting the Head Teacher/ Senior Management Team comes into the classroom for whole class praise,
- 5) Individual teacher reward systems, i.e. stars, smiley faces, badges, house points, Star of the Week, reward charts etc. for class, group or individual,
- 6) Positive comments written on work or in reading diaries.
- 7) Extra playtime.
- 8) Golden Time
- 9) Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work,
- 10) A weekly 'Assembly of Excellence' to celebrate good qualities of work and behaviour,
- 11) Inviting parents to regularly share individual achievements, i.e. go out to parents and say "I'm so pleased with . . ." etc.

Going out of School

Good behaviour is extremely important on educational visits. Although pupils are away from the school building; they are expected to uphold our high standards of behaviour. Should poor behaviour occur during a visit, the child's parents/guardians will be expected to make arrangements for their child to return home as soon as possible at the expense of the adult.

Sanctions

When a consequence is necessary as a result of inappropriate behaviour, in order to use sanctions effectively . . .

- Any action should be taken calmly rather than in anger.
- Private reprimands are often more effective than public ones (though care must be taken to ensure that the child is not finding the individual attention rewarding rather than sanctioning).
- All sanctions should be applied fairly and consistently.
- Sanctions should focus on the behaviour not the child.
- If possible, a reprimand should include a message about what the child should do in future.
- Sanctions are generally more effective if they are given immediately after the misdemeanour (though for older children the anticipation of a deferred punishment can be effective).

- The nature of the sanction should reflect the severity of the behaviour in question and could include:
 - Verbal warning
 - Staying behind to talk to a teacher or adult
 - Sitting on one's own away from others
 - Loss of break time
 - Being sent to the head teacher or another teacher
 - Being red on the rocket
 - Parents informed of poor behaviour
 - Asked to do extra work or write a letter of apology
 - Not being allowed to represent the school on school events e.g. sports or music activities
 - Exclusion.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the teacher will stop the activity and take appropriate action.
- Unacceptable behaviour may result in the child being seen by a member of the Senior Management Team and/or bring about the withdrawal of playtime or lunchtime privileges.
- If, for exceptional reasons, a child is sent out of lessons they should be required to do some kind of work:
 - a) Referral back to the teacher for suitable curriculum activity to complete under supervision.
 - b) Instigate a 'time out' procedure only in extreme cases. **On no account** must a child be left unsupervised.
- Whenever possible, when a child has received a sanction, the teacher should endeavour to be as positive as possible. The adult should offer advice and suggestions about ways to solve a problem or to behave properly in future.

Lunchtime issues are to be dealt with initially by the lunchtime supervisor and then if necessary by the Head of School.

Situations deemed to be serious breaches of discipline may require the intervention of members of staff trained to deal with disruptive behaviour who may use physical intervention if necessary. Records may be kept of any incidents as part of our procedure to improve behaviour in our school. Continued inappropriate behaviour may result in individual behavioural plans and referral to outside agencies.

Exclusions (please refer to Exclusion Policy)

A decision to exclude a child for a fixed term or permanently will only be taken in response to serious breaches of the school's discipline policy.

For example:

- Bullying or unacceptable behaviour towards anyone in the school community
- Assault
- Damage to property
- Stealing
- Failing to accept the school's discipline
- Any other matter of serious indiscipline

OR if a range of strategies has been tried and failed

OR if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

The duration of the exclusion will depend upon circumstances and will be decided by the Executive Headteacher after consultation with at least one other member of staff. The chairman of governors will be informed of the exclusion as soon as possible. All matters relating to the exclusion will be as described in Circular 10/99 referred to above. Children's Services Representatives may be invited to attend any Disciplinary

Committee Meeting to discuss exclusions exceeding five days.

Anti-bullying Policy (please refer to Anti-bullying Policy)

The School takes a pro-active approach to bullying using a variety of resources to provide pupils with the skills needed to protect themselves from bullying and how to deal with it if it does occur. Children receive age appropriate teaching including Social, Emotional Aspects of Learning and Anti-Bullying material. Minor incidents of indiscipline are dealt with firmly and fairly, pre-empting their escalation into major issues.

A person is being bullied when he or she is repeatedly made unhappy over a period of time by the deliberate action of another. The person who is bullying is aware that their behaviour is causing upset to the child or children involved. The actions may be verbal, physical or both and may be instigated by an individual or group. It is important that children and adults are reassured that it is right to tell someone if they are made to feel unhappy in this way. In fact, it is only through telling someone that action can be initiated.

We will respond by:

- being calm
- listening and reassuring
- we will not prejudge the situation or person
- we will take the situation seriously
- we will talk through the situation with the people involved
- we will make it plain that the behaviour is not acceptable
- we will encourage the person who bullies to see the victim's point of view
- we will record the incident
- we will involve the parents/guardians
- we will plan to prevent similar incidents happening in the future

The importance of the school and home working together cannot be over-emphasised. It is our aim to work closely together with parents/guardians and pupils to prevent bullying. If any such incidents occur, we aim to stop it quickly and prevent a reoccurrence in our school. We are required to report incidents of bullying to the Local Authority.

Where there are breaches of discipline by adult members of the school community matters will be dealt with by the Executive Headteacher and governors as set out in the terms of employment.