



Pauntley C of E Primary School

Behaviour Policy

School Mission Statement

"Through our Christian values, the love and care of our communities and a willingness to succeed; we endeavour to create a learning journey that gives children a soaring belief in themselves to reach their full potential as they grow in to active citizens of the 21st century."

Safeguarding- Child Protection

Pauntley Church of England Primary School takes its duty for safeguarding our pupils very seriously. We comply with all government and local authority policies in this respect. We have a designated Governor (Mrs. Cathy Goodway) with responsibility for child protection. The Deputy Headteacher (Mrs. Branwen Tyler) is the Designated Safeguarding Lead (DSL) and all staff and visitors report any concerns to her.

Please refer to our Child Protection Policy for further details.

This policy is intended to ensure consistency across the school in terms of the systems in place to promote good behaviour through

- Promoting and expecting an agreed standard of behaviour and self control
- Promoting respect to each other and ourselves
- Monitoring and evaluating the behaviour system annually
- Rewarding positive behaviour
- Imposing appropriate sanctions on negative behaviour
- Being consistent in our approach to all children
- Clear and concise school rules generated by the children

Agreed Procedure

Whole School Rules

In January 2013 the pupils at Pauntley agreed on a few whole school rules. The rules are reviewed annually. They will be underpinned by the school values. They will be displayed in strategic positions around the school and in every classroom next to the behaviour chart. The children will be expected to follow them and will be rewarded when there is evidence that they are being followed.

In the Playground

At playtime and lunchtime the whole school rules apply. Additionally the following apply:

- We stand still and listen when an adult raises their hand.
- We walk into school quietly and sensibly at the end of break and lunchtime.

School Practice

- Adults will set good examples and be excellent role models.
- Public and private praise is an integral part of our behaviour management.
- Adults must have a consistent approach.
- Children will be given time to appraise their own behaviour (through role play, circle time).
- Activities set will be appropriate to the individual's ability in order to prevent unacceptable behaviour being used as a diversionary tactic.
- Children will be taught strategies for independent working.
- Regular circle time will encourage a greater knowledge of and respect for peers, to enhance self-esteem and foster a caring ethos.

Bullying

No bullying of any kind, physical or verbal will be tolerated. With young children however, there must be a distinction between bullying and boisterous play. If a child is upset by another child they must tell their teacher, the adult on duty, or the headteacher.

If bullying behaviour happens it will be treated seriously and immediate action will be taken. The action taken will depend upon the severity and the frequency of the incidents. **Please refer to our Anti-Bullying Policy.**

Unacceptable behaviour

When children's behaviour is not acceptable

- Adults must try to discover the reason for the behaviour - health, learning difficulties, bored, home circumstances or preferred learning style not being met.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self image.
- Adults should consult colleagues/previous teacher/Head Teacher for any relevant information about the child.
- Adults should:
 - check child's understanding;
 - establish whether they know the behaviour is unacceptable;
 - explain the effect that such behaviour has on others;

- examine strategies for avoiding same situation;
- encourage child to think of or offer some other alternatives.

Prior to the sanctions being imposed the following

- Ignore/distract
- Scan classroom regularly
- Circulate around the class
- Make eye contact
- Target questions
- Change activity or pace
- Move closer to source of inappropriate behaviour
- Move child closer
- Use hypnotic language - 'I know that you will do this sensibly' rather than 'Don't do this.....'

Sanctions are then implemented.

REWARD SYSTEMS

Principles

The rewards are simple

The reward systems are separate from the sanctions

They are based on positive celebration of good behaviour/attitude/work

They have individual Key Stage interpretation but have the same consistent skeleton

Rewards cannot be removed once they have been given - the sanctions policy reflects this

The rewards reflect the age of the children involved and so vary across the school

1. **Credit point system** - Every child will belong to a Multi-age Group. Credit points will be awarded for attitude to learning, effort, work produced, home learning/attendance, behaviour, respect and the 5 school rules. Credit points will be collected weekly and the totals for each Group will be announced in Celebration assembly. A house point chart will be on display. Each classroom will have a way of recording individual house points and house totals.
2. **Reward afternoon** - at the end of the autumn, spring and summer term there will be a reward afternoon for all the children. The winning house will choose the activity.
3. **Celebration Assembly** is a Friday. Superstar certificates are awarded praising 5 things that the child has been noted for by adults over a sustained period.

In addition to these, other reward systems may run in individual classes if appropriate and they are in line with our agreed principles.

SANCTIONS

Principles

Sanctions must relate to the whole school rules and are clear, simple and immediate. They must be consistently applied across the school to all children - no exceptions. There is clarity and some clear examples of what constitutes inappropriate behaviour at each level of the sanction system. The sanctions are separate from the reward systems.

The sanctions reflect the age of the children involved and so may vary across the school. All adults participate in the application and enforcement of the sanctions.

We believe it is important to keep parents informed if children are behaving inappropriately at school in order to maintain an effective partnership. Inappropriate behaviour that is serious or repeated will be discussed with the parents. It may be appropriate for a meeting to be held to discuss any support needed and to develop solutions.

There are 3 stages and there is a visible way of showing stage 2 and stage 3.

- Prior to the first stage adults will have distracted, ignored, warned etc.
- **Stage 1** is a direct and clear verbal warning including reasoning and explanation.
- **Stage 2** is a direct indication to the child that they have behaved in an inappropriate way. In 2016 the school started a 'Log of disrespectful incidents.' Children's names are added to the book if they have acted in an inappropriate way.
- **Stage 3** would result from a third incident and would mean - a red consequence card is issued that the child has to take and place next to their name on the behaviour chart. The child is then sent to the other class with work provided. At lunchtime, an explanation by the child to either a class teacher or the Headteacher must be given and the child needs to decide on an appropriate sanction to resolve the incident. Such sanctions may include a letter of apology, apologising to others, tidying up the mess they have caused.
- All red cards are logged in the Headteacher's behaviour file. The child eats lunch on a separate table and uses their lunchtime to carry out their sanction. 3 red cards in the same half term will result in a letter to parents, informing them of their child's behaviour. A further red card results in a meeting being organised with parents, child and Headteacher to discuss the child's behaviour. Any further detentions will trigger SEN procedures. Any child using the sanctions system frequently must be referred to the SENCO in order that they have a My Plan and are placed on the SEND register.

Exceptional Circumstances

Children can 'skip' stages if the sensitivity or severity of their behaviour meets the following criteria:

- Children are disobedient or disrespectful to adults
- Deliberate violent behaviour
- Use of proven racist remarks (this needs to be recorded separately by the DHT or HT)
- Swearing and use of inappropriate words that are offensive
- (in KS1 a more didactic approach to swearing will be adopted at first)
- Inappropriate touching
- Graffiti, vandalism or serious defacing of property
- Bullying
- Possession of, or participation in the intake of, tobacco, alcohol and drugs.
- Possession of knives or other dangerous weapons in or travelling to and from school and the use of threatening behaviour

Individual behaviour plans and pastoral support plans are other tools available to support children presenting challenging behaviours. If all the above has no positive effect on the behaviour presented then a temporary exclusion will be considered with a permanent exclusion being the last resort.

All adults in the school must be respected so the same principles should apply at lunchtimes for the LTSs and TAs.

Date of Policy: January 2014

Last reviewed: September 2016