



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.

The purpose of this Behaviour Policy is to establish a set of positive guidelines based on the aims of Pauntley C of E Primary School. Our school community can only operate successfully when codes of conduct have been negotiated and agreed upon.

Discipline is the shared responsibility of all staff (both teaching and non-teaching) and parents. We are all particularly concerned with good behaviour. Our aim is to create a secure, happy school environment where all pupils feel safe; demonstrate our core Christian values of Respect, Courage and Friendship; behave in a thoughtful, caring way towards each other and are sensitive to the needs of others.

We believe that good behaviour needs to be carefully developed. It is too important to be left to chance! We think that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. This policy explains how we aim to do this.

The benefits of good social behaviour

At Pauntley C of E Primary School we believe that, because staff, parents and pupils value good social behaviour:

CHILDREN

- ❖ learn what good behaviour means
- ❖ learn to care for one another
- ❖ learn the value of friendship
- ❖ develop self-confidence to do as well as possible in their school work

TEACHERS

- ❖ teach effectively with few behaviour problems
- ❖ meet the needs of all pupils

- ❖ make positive contacts with all parents

PARENTS

- ❖ feel confident that their children are growing personally, socially and academically
- ❖ know that their children will receive support when they need it
- ❖ feel welcome in school to discuss concerns about their children in a positive atmosphere

As a school community we have agreed that we would like to foster the following positive attitudes:-

- ❖ respect for property
- ❖ honesty
- ❖ trust and fairness
- ❖ self respect
- ❖ self discipline
- ❖ respect for one another regardless of age, ethnicity, gender, special educational needs or disability
- ❖ kindness
- ❖ being quiet and hardworking
- ❖ being helpful to each other
- ❖ being polite and friendly

How we will encourage and develop good social behaviour

We aim to encourage good behaviour by example in the way that we behave towards other children and adults.

We believe that good behaviour should always be acknowledged and encouraged. Praise is an effective and pleasant experience for all concerned and is fundamental to building and developing a child's self-esteem.

Children should always be rewarded. Their efforts will be recognised in some of the many different ways detailed below.

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** - Children are given credit points for lots of different reasons e.g. working hard, for demonstrating exemplary behaviour, for being kind and caring etc. Every half term in the juniors the child with the most points and the children in the best row (seating plan) receive a small reward, for example, a small gift, chocolate etc. In the infants the children with the most points receive a weekly reward, for example, stickers, chocolate etc.
2. **Golden book values**- children who demonstrate aspects of our three core values (respect, courage and friendship) are mentioned in our Golden Book. This is shared with the school and parents during our celebration assembly.
3. **Learning Behaviours**- children who demonstrate good learning behaviours are rewarded with a certificate during celebration assembly.
4. **Celebration Assembly** is a Friday. Each week, either Malvern or May Hill class celebrate their work. Each child chooses a piece of work that they are proud of to share with the other children and parents.
5. **It's good to be green**- Children who have had a green card next to their name for a whole week will receive a small reward (extra playtime/ time to play games etc.) every Friday.

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

Encouraging Positive behaviour

As a school we can help our children to develop positive behaviour by:-

- ❖ being positive.
- ❖ being consistent.
- ❖ praising and encouraging.
- ❖ applying rules fairly and firmly.
- ❖ listening and taking time to acknowledge a child's efforts.
- ❖ educating them to accept differences and disabilities.
- ❖ helping each child to take responsibility for the outcomes of his/her behaviour and actions.
- ❖ reminding pupils of classroom and school rules.

Behaviour in school and at playtime

At play

Children are expected to play sensibly with each other. There should be no aggressive games ("play fighting", martial art techniques, head locks etc.) and children must be reminded that their games must not put others at risk.

Lunchtimes.

Children are expected to show respect for midday supervisors and catering staff both in the junior classroom and in the playground. Praise and rewards are given for good table manners and good behaviour.

Bullying

Bullying is unacceptable behaviour, either by an individual or group, which is repeated overtime, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Pauntley is considered to be, "unacceptable behaviour which occurs lots of times and on purpose."

Bullying can be short term or continuous over long periods of time.

Bullying is not a one off incident.

No bullying of any kind, physical or verbal will be tolerated.

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

Disability

As a school we are committed to ensuring equal treatment of all our employees, pupils and any others involved in the school community with any form of disability, and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. Staff and any other support agencies involved will implement and monitor a differentiated and personalised behaviour plan where individual need arises.

School Rules

A set of school rules has been agreed by the pupils of Pauntley. These rules are reviewed regularly throughout the year.

Our whole school rules are:

1. We will respect each other and respect our school.
2. We will work hard.

Stopping inappropriate behaviour

When the children forget our aims for good behaviour and are inconsiderate towards others it may be necessary to ensure that they make some form of reparation to prevent future recurrence. However, we do try to address the problem by:-

- ❖ listening
- ❖ establishing the facts
- ❖ judging only when certain
- ❖ praising honesty
- ❖ keeping calm
- ❖ being positive, building on relationships
- ❖ carrying out what we say we will
- ❖ being consistent and
- ❖ encouraging the children to tell us if there is a problem, e.g. inappropriate behaviour, physical or verbal.
- ❖ beginning a positive cycle to increase a child's self-esteem.
- ❖ using target and achievement sheets.
- ❖ involving outside agencies e.g. Behaviour support, ATS, Educational Psychologist

We recognise that a negative approach results in negative behaviour and as teachers we always prefer to find some aspect of the child's work or behaviour to praise.

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

Sanctions

1. In the first instance, a member of staff (Teachers, TAs, Dinner Supervisors, and Office Staff) might simply look at a child who is breaking one of the class or whole school rules.
2. On the second occasion the child will be verbally reminded about the rule they are breaking.
3. If the child continues to disregard the rules they will receive a yellow warning card which will be placed in the Class Card Holder.
4. A child who continues to misbehave after having been given a warning card will then be given a red consequence card.
5. Once a child has been given a red card they will be sent to the Headteacher or Deputy Headteacher. The child given the red card will lose all of their playtime the next day and will also take a letter home to their parents.
6. For more serious offences e.g. unacceptable language, deliberately hurting another child, being rude to a member of staff, then a child can be given a red card straight away.
7. If a child is given a second red card during a term then that child's parents will be contacted and asked to come in to school in order to discuss their child's behaviour.
8. At the end of each school day all children will have a green card next to their name in the Class Card Holder.
9. Children may also lose time at playtimes in order to finish off work that has not been completed and this is at the discretion of the Class Teacher.

We employ each sanction appropriately to each individual situation. However, if there is persistent misbehaviour the following sanctions will be used:-

- ❖ moving/isolating the pupil within the class

- ❖ separating from the class
- ❖ working within another class
- ❖ withdrawal from a particular lesson
- ❖ withholding participation in a school trip or sports event that is not an essential part of the curriculum
- ❖ withdrawal of break or lunchtime privileges
- ❖ reducing break or lunchtimes
- ❖ ringleaders will be singled out
- ❖ exclusion from school at lunchtimes.
- ❖ a fixed-period exclusion
- ❖ permanent exclusion.

When a child receives a yellow or red card the incident(s) leading up to the card being given will be logged.

The Headteacher or classroom teacher will inform and involve the parents as soon as the child's behaviour is giving major cause for concern. Parents will be invited to school to discuss the matter if there are continued problems. We will work with parents to find ways of assisting the child and assess the situation weekly.

If deemed appropriate in the long term we will involve behaviour support services and our Educational Psychologist.

Exclusion

In very rare cases it may be necessary to consider exclusion of a pupil if other approaches have failed. Exclusion, either at lunchtime or for the whole school day, will be considered only after acts of aggression or serious misbehaviour.

However, in cases of persistent rudeness towards staff, persistent use of poor language or acts of aggression, exclusion will be used immediately. Very careful arrangements will be made to ensure that any child returning to school after exclusion is helped to behave appropriately. In extreme cases we will follow the LA guidelines on fixed period exclusions and permanent exclusions.

Reasonable Adjustments

As an inclusive school we have children who come to the school with special educational needs who may demonstrate challenging behaviour. We will arrange for reasonable adjustments in order to cater for children's individual needs. Agreed individual strategies will be implemented to support a positive behaviour in the form of a behaviour risk assessment - frequently the aim of this document is to clarify the conditions needed to support positive behaviour for the individual child and exactly what to do should poor behaviour happen.

Strategies could include:

- Time outs
- Learning in a designated area of the classroom or building
- Working one to one in a group room with a named adult
- Lunchtimes in designated areas
- Part-time timetables
- Other strategies at the discretion of the Head teacher, Deputy Head, SENDco and teacher, in consultation with parents/carers and other professionals relevant to the child's needs.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors about the effectiveness of the policy on request. It is the Governors' responsibility and they will review its effectiveness

every two years. Staff and Governors will analyse and monitor any emerging behaviour patterns — revealed through, for example, an annual behaviour audit or a routine recording system — in relation to age, ethnicity, gender, special educational needs, disability etc. and take appropriate action to avoid bias.

We hope that it will be helpful in promoting a positive approach to the management of behaviour in our school. It is an important reference document for all staff (both existing and supply), Governors, parents and any visitors who may wish to acquaint themselves with our philosophy and approaches to developing and maintaining positive behaviour within a caring school community.

Date of Policy: January 2014

Last reviewed: January 2018

To be reviewed: January 2020