



# Pauntley C of E Primary School

## Behaviour Policy

### School Mission Statement Stepping out boldly with God

The aim of this policy is to create a secure, happy school environment where children feel safe; demonstrate our core Christian values of Respect, Courage and Friendship; act in a thoughtful, caring way towards each other and are sensitive to the needs of others.

School recognises that children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through a child becoming withdrawn, isolated or even demonstrating challenging disruptive behaviour.

At Pauntley our behaviour policy outlines how we can support children to ensure that good behaviour is promoted and that all children are able to learn and thrive in a supportive and safe environment.

#### **This policy aims to:**

- Provide a consistent approach to managing emotions
- Define what we consider to be unacceptable behaviour, including bullying, peer on peer abuse and hate crime
- Outline how we expect children to conduct themselves
- Summarise the roles and responsibilities of different people in the school
- Ensure efficient and effective record keeping
- Capture and record the child's voice
- Outline systems of rewards and sanctions
- Ensure the school acts lawfully
- Ensure all adults in the school follow policies and procedures accurately
- Give clear reasons for any decisions taken and the relevant elements of the child's history or circumstances that have influenced the decision

#### **Legislation and Statutory Requirements**

This policy has been written following advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the SEND code of practice, Section 175 of the Education Act 2002 and Education and Inspections Act 2006.

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

- Honesty
- Trust and fairness

- Self-respect
- Self-discipline
- Respect for one another regardless of age, ethnicity, special educational needs or disability, gender or religion
- Kindness
- Respect for property
- Helpful
- Hardworking

We encourage positive behaviour by example in the way that we behave towards others. Children's efforts will be recognised in some of the many different ways identified 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. **Positive praise** is given regularly to identify the expected behaviours in all areas of school life.
2. **Marbles in the jar** – Each class has a jar which children may add a marble should they achieve/demonstrate something that exemplifies good behaviour. Once the jar is full the class/teacher decide on a suitable treat to celebrate together. The regularity/size of this will depend on the age and maturity of the children.
3. **Celebration Assembly** is a Friday. Head teacher certificates are awarded praising outstanding performance in a key area. Furthermore, the school celebrates children's ability to display the school's values with certificates/badges being shared in Celebration Assembly.

## Encouraging positive behaviour

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

- Being positive
- Being consistent
- Praise and encouragement
- Applying rules fairly and firmly
- Listening and taking time to acknowledge a child's efforts
- Educating others to accept differences
- Helping each child to take responsibility for their actions
- Reminding children of the class and school rules

## 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, cyber 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.

## School Rules

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

## Changing inappropriate behaviour

Sometimes children forget our aims and are inconsiderate or hurtful towards others, we do try to address the issue by:

- Listening
- Establishing the facts
- Praise honesty
- Keeping calm
- Building relationships
- Being consistent
- Working with each other
- Involving other agencies for specialised advice

## Unacceptable behaviour

*We keep a log of any unacceptable behavior which occurs in school – this is recorded on our CPOMs system*

*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.

## 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.

1. In the first instance, a member of staff (Teachers, TAs, MDS, and Office Staff) might simply look at or verbally remind 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 be asked to attend a restorative conversation with the staff member who has identified the behaviour. This meeting is recorded and the child has the opportunity to share what may have led to the behaviour; consider its impact on other children; discuss how it makes themselves and others feel and work with the adult to devise a plan which will help to avoid repeated poor behaviour. These conversations should take place at the next available break time/lunch time.
4. A child who continues to misbehave after having been given the aforementioned support (twice or more in the same week) should then have a conversation with an alternative member of staff (class teacher or different phase teacher).
5. Should the behaviour persist then the member of staff would refer the child to the HT who would then make a decision on whether parents should be involved in the support of the child's behaviour.
6. For more serious offences e.g. unacceptable language, deliberately hurting another child, being rude to a member of staff, then a child a restorative conversation may take place with the HT straight away and parents would be informed.
7. If negative behaviour continues then a Personal Support Plan may be drawn up.
8. Children may also lose their 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 to each individual situation, however if there is persistent negative behaviour we may consider the following – these options may be part of the support plan agreed during restorative conversations:

- Moving a child to a better location to help them focus
- Working in a quieter environment
- Withdrawal from a lesson
- Withholding participation in a non-essential part of the curriculum
- Reducing playtimes
- Exclusion from playtimes
- Fixed period exclusion
- Permanent exclusion

Positive and negative behaviours are recorded, negative behaviours are monitored using CPOMs – where the Head Teacher will look out for patterns in types of location/victims/perpetrators/times etc in order to provide support for improvement.

Individual support plans can also support children presenting challenging behaviours. At all times school, parents and the child will be communicated with.

### **Exclusion**

There are 2 kinds of exclusion - fixed period or permanent. A fixed period exclusion is where the child is temporarily removed from school. They can only be removed for up to 45 school days in one school year, even if they've changed school. If the child has been excluded for a fixed period, school will set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, school will arrange suitable full-time education from the sixth school day, eg at an alternative provision unit.

Permanent exclusion means the child is no longer registered with this school. Gloucestershire County Council will arrange full-time education from the sixth school day.

The Head teacher and Chair of Governors may in extreme cases, decide to issue a child with an exclusion from school. This process will be in line with the Exclusion Policy. Exclusions only occur if:

- 1. There is a serious breach of the behaviour policy, i.e. serious misbehaviour, as outlined in the policy**

**AND**

- 2. Where allowing the child to remain in school, would seriously harm the education or welfare of the child or others in the school.**

When deciding to exclude a child:

- The civil standard of proof must be used; 'on the balance of probabilities' it is more like that not that a fact is true
- The school must act lawfully, reasonably and all policies must be demonstrably followed.
- The school must not send the pupil home on the day the exclusion is decided. Sending a child home is illegal. Prior to investigation, cooling off periods for individuals may need to be used prior to interviews. A full exploration of all aspects of the incident and careful consideration of the facts is essential before making a decision on how to proceed
- The school must provide appropriate care and education for the child for the remainder of the day which supports the child develop their understanding of their behaviour and its impact on others
- The school must take into account the pupils chronology which is relevant to the decision to exclude
- The school must fully investigate the incident including collecting the child voice who is being considered for exclusion without bias; including date, time and whereabouts of the incident, full names of all parties involved and full script of what happened by all involved.
- The school must fully record all conversations had with all adults and children involved including telephone conversations
- The school must demonstrate they have taken into account any underlying SEN needs and how they have made reasonable adjustments for the child to date. Including all multi-agency support and guidance given

- The Head teacher must telephone the parent/carers of the child being excluded to explain the decision and then follow it up with a written letter explaining clearly the incident, the relevant issues, the child's chronology, the outcomes and the judgements reached all.

### **Reasonable Adjustments**

As an inclusive school we have children who come to school with additional needs, we will arrange for reasonable adjustments in order to cater for their needs. Agreed individual strategies will be implemented to support positive behaviour in the form of a Personal Support Plan (PSP) and risk assessment – this document will clarify conditions needed to support positive and what is expected should negative behaviour be displayed.

Strategies could include:

- Time outs
- Working with a named adult
- Safe Space
- Part time time-table

### **Monitoring and Review**

Staff will analyse and monitor behaviour patterns and improvements and report these in staff meetings. The Headteacher will report to Governors regularly.

Policy to be reviewed annually.