



Pattishall CE Primary School

Behaviour Policy

The Governing Body's Statement of Behaviour Principles

Be watchful. Stand firm in your faith. Be courageous and strong. Do everything in love, as we grow together in God's light.

Key points from the DfE:

- Teachers have power to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
- The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
- Our behaviour policy is published on our website (in accordance with School Information (England) Regulations 2008).

Development of the Policy:

“Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos, which fosters discipline and mutual respect between pupils, and between staff and pupils.” (DfE 2014)

As a Church of England School, we instil Christian principles within our pupils. Our pupils understand how their education equips them with the behaviours and attitudes necessary for success in the next stage of their education. Their impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Our pupils are self-disciplined. It is our mission to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will value you and work with you - so that you leave us knowing that you can change the world, as we grow together in God's light.

Rationale

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

At Pattishall CE Primary School, we believe that the most powerful tool in managing behaviour is to create an environment where the children feel valued, safe and secure. We aim to do this by promoting positive relationships and a sense of connection between the pupils in our care

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and the staff. For most children this can be achieved by a simple acknowledgement of the child, and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between pupils and staff are vital. This policy is developed to act as guidance for staff in order to promote positive behaviour in school. The procedures and guidance outlined in the policy will ensure consistency across the school and enable all stakeholders in our school to understand our approach to the management of behaviour in school.

Principles

Our children are taught to: *think ~ care ~ seek ~ build ~ respect*: the virtues that will enable them to become a respectful, well-rounded citizens in modern Britain with a strong moral compass.

This underpins our values.

THINK: We are thoughtful

CARE: We are caring and kind

BUILD: We persevere with courage

SEEK: We co-operate

RESPECT: We are respect others

LOVE: 'let everything you do be done with love' *1 Corinthians 14*

We believe in positive reinforcement and praise. We believe that happy children learn well. We believe that all children are entitled to reach their potential in a safe, caring and happy environment. We believe that clear boundaries and sanctions enable children to thrive. We recognise that changes in behaviour can be an indicator, reflecting unhappy circumstances. We believe in nurturing children so that they can grow and discover their talents.

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe. Everyone must be protected from disruption or abuse
- Pattishall Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it also provides guidance on use of reasonable force.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour
- The school's Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions

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Policy aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We explicitly teach good behaviour through our curriculum and constantly refer to our core values which are also our school rules: to show responsibility, to show compassion, to persevere. The school behaviour policy is therefore designed to support the way in which all stakeholders are responsible for creating a safe, happy and secure learning environment.

At Pattishall Primary school we use principles of restorative justice and natural consequences as the basis of what we do. We aim to deal with all issues using the restorative language (see Behaviour Toolkit). Any 'red card' issues always have restorative processes applied to them.

Behaviour management at Pattishall CE Primary School is built on four principles:

1. Restorative Approaches
2. Consistent, Calm Adult Language and Behaviour
3. First Attention for Best Conduct
4. Relentless Routines

The application of this policy will be done while adhering to these four principles. These four principles are explained in the schools Behaviour Management Toolkit.

Minimum expectations of behaviour for Learning:

When someone is talking, the child needs to listen.

If an adult gives an instruction, it must be followed immediately (e.g. line up silently).

No child is allowed to disturb the learning of others.

All children are expected to follow our core values and rules and show excellent behaviour choices at all times. When a child is continually meeting expectations they are publicly praised. If a child is not following the expectations of our school values and rules- they will be discreetly reprimanded by a calm adult. (We will never publicly reprimand.) For the first poor behaviour choice the child will be given a "stop and think" verbal warning. A stop and think card may be shown to the child as a visual reminder. There is no consequence for this, however, it does give the child the opportunity to reflect and change their behaviour choices.

After relevant take up time, if the child continues to make poor behaviour choices, they will then be given a yellow warning card (which may be shown visually to the child). This yellow card will be marked against their name (in the class behaviour folder) for that lesson. If after further relevant take up time the child continues to make poor behaviour choices, they will be given a red card (which may be shown visually to the child). This red card will be marked against their name (in the class behaviour folder) for that lesson.

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If a child hurts someone, or is verbally abusive and hurts someone emotionally, they will immediately be put on a red card. **All red cards** are followed up with thinking time/restorative processes and all parents (of offenders and victims) are informed of the incident and outcome. All red cards are logged using the schools behaviour report form. We have no punitive measures at Pattishall CE Primary School but the expectation is that the child must make things right. The process may need to take place during a break time and they may need assistance from an adult. The victim may also need consulting as to what the offender can do to make things right.

At the end of every lesson or break time, yellow cards or red cards will be moved on from and the child will start a fresh; however, it is important that at some point following an incident, they make things right, however we do not make children say sorry.

If the behaviour of a child significantly compromises the safety of themselves or others (i.e. staff cannot keep all parties safe) a fixed term exclusion will be considered as a last resort. All fixed term exclusions will be followed by a reintegration meeting with the Headteacher and follow NCC guidance.

General responses to incidents

School will use the restorative approach when dealing with unacceptable behaviour. This approach focuses upon repairing relationships which may have been damaged through the inappropriate behaviour. All relevant staff will be trained on how to use restorative practice effectively. The aim of all adults in school is to de-escalate incidents of inappropriate behaviour to prevent damage to the relationships that the children have built. To do this we follow PACE.

- P= Playfulness.

The aim is to minimise the behaviour with playful banter, providing the child with an opportunity to make the right choice and get back on track.

- A= Acceptance

Accept that the inappropriate behaviour is happening and recognize it in a non-judgemental way. E.g. say 'I can see you are upset / angry... How can I help you?' Accept that the child might not be ready to talk yet, but assure them you are there when they need you.

- C= Curiosity

When the child is calm try to find out what happened. Find out the facts. This might involve having a conversation with you. The attitude displayed by the adult should be sadness, not anger.

- E= Empathy

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Restorative practice comes into place here. The adult works with the child to identify which relationships have been damaged and then how to put them right in a meaningful way.

Rewards

The school notices and rewards good behaviour by: verbal praise, praise phrases and praise actions (e.g. awarding a child a dojo point or a sticker.) The Friday Celebration Assembly is a positive celebration for pupils and their parents.

All classes use Class Dojo to recognise excellent behaviour. All children have an individual account and dojo points can be added for good behaviour. Parents are given a log in where they can see this increase over the week. Class dojo stars (the two highest Dojo earners) will be displayed in classes to recognise their achievements. The class' whole dojo score will be placed on display in the class so that the class can celebrate their achievement as a class community. Each Dojo star will be placed into a prize draw which will be drawn at the end of each term.

Outcomes as a consequence of poor behaviour choices and not following the school values and rules

Any time there is an incident resulting in a red card, a restorative justice approach is taken with all children involved. Through a restorative approach the appropriate outcome will be put in place.

For any child who consistently does not follow the behaviour expectations, individual behaviour plans will be written in partnership with the Senior Leadership Team, the parents and the child. These will be individualised and highly personal to the child who it is intended for. These plans are to help guide the child to improve their behaviour choices.

Use of reasonable force

All teachers have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. As such, reasonable force may be used in the processes of internal or external exclusion. (See our Positive Handling Policy for further information)

Anti- bullying

The school does not tolerate bullying of any kind. We follow the sequence of events as outlined in the anti-bullying policy and shown below.

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1. Bullying incident is reported to an adult in school	2. All parties involved are spoken to about the situation and a restorative solution is put in place. A time frame is determined to monitor this restorative solution.	3. Parents are informed of this restorative solution and relevant timeframe.
4. The restorative solution is monitored in the relevant timeframe.	5. When the monitoring period ends, the children are asked if the issue has been improved or resolved. Depending on the outcome, further restorative practice may need to be undertaken.	6. Parents are informed of outcomes and/ or any further restorative solutions that have been determined. Points 2 to 6 may continue until the matter has been resolved.

STOP Culture

The STOP approach is effective because it is memorable. The STOP acronym helps children and adults see the difference between bullying and isolated incidents of spitefulness by explaining that bullying is ... Several Times On Purpose.

The STOP message also tells people what to do about bullying too: Start Telling Other People.

(Please see Anti Bullying Policy)

School Staff and Cyber-bullying

The bullying of staff by pupils or parents is unacceptable and will be challenged and reported. This includes all incidents where derogatory comments are posted about members of staff or pupils on social media sites. Online harassment is a crime and all incidents will be reported to the Police and the Local Authority's senior solicitor. Refer to DfE November 2014 'Cyber-bullying: Advice for headteachers and schools.

Race, Disability, Gender or Homophobic Discrimination:

According to our behaviour expectations and our core Christian principles, Pattishall CE Primary School treats everyone fairly and as individuals. Any kind of discrimination will not be tolerated. Children heard to be using someone's cultural heritage; social circumstances or the colour of their skin against them; or homophobic language (for example calling someone 'gay' or 'gay lord' as a derogatory term) will be sanctioned in the same way as child who is heard to be swearing. As soon as an incident occurs, it should be reported to a member of the SLT.

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Extremism:

Extremism can be defined as “holding of extreme opinions: the holding of extreme political or religious views or the taking of extreme actions on the basis of those views”. Through our diverse PSHE, Citizenship and Religious Education curriculums, we are proud of our ethos and values, which promote respect for others. We use teaching styles (including critical, personal thinking skills – P4C) and provide curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship. As a Church of England School, based in the heart of the local community, we followed a tiered approach to our universal, targeted and specialist work. Please refer to Page 8 of the DfE ‘Learning Together to be Safe’ document:

http://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf

In the event where a family is suspected of extremist behaviour, our school will:

- get the facts clear – evidence versus rumour
- contact the PREVENT team
- understand motivations through discussions with families and relevant political or religious leaders
- promote human rights and legal protection – freedom of speech and due process to raise grievances
- ensure personal support is in place for staff and pupils most affected by any incidents

Local authority and partner services may be drawn on for:

- advice, briefings or support from police or other agencies, including the PREVENT Team
- educational psychology service support for school leaders in responding to incidents
- individual pupil case work
- corporate services for media management
- human resources support for staff issues

Behaviour outside of school:

Behaviour that falls below our expectations when on trips, residential visits or out in the community should be dealt with in the same way as within school.

When to engage with outside agencies:

We will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools’ safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result

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of unmet educational or other needs. At this point, the school should consider whether a multi- agency assessment is necessary. An initial conversation with the SENDCo and the Head teacher is necessary at this point.

The role of the Governors:

The Governing Body has the responsibility of setting down the Governance Behaviour Principles Statement and for reviewing the effectiveness of the Head teacher's Behaviour Policy. The Governors support the Head teacher in carrying out the policy. The Head teacher has the day- to- day authority to implement the school's Behaviour policy, but Governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

The role of the Head teacher:

It is the responsibility of the Head teacher to write and uphold the school's Behaviour Policy, monitoring consistency throughout the school, and to report to governors when requested on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all the children in the school. The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

The role of the parent:

- To promote the school's values at home.
- To encourage tolerance, embracing and celebrating difference and diversity at home.
- To understand what bullying is/is not by applying the school's STOP message.
- To support the school in applying this Policy
- To follow the Home-School Agreement and the Parent Code of Conduct.
- To report concerns to the school and let school staff resolve the situation.

The Role of School Staff:

- To challenge prejudice and intolerance in all its forms.
- To promote and celebrate tolerance, difference and diversity.
- To follow and apply the school's Behaviour Policy.
- To promote Growth Mindset and school values throughout the day.
- To understand what bullying is/is not by applying the school's STOP message.
- To assist senior leaders in the investigation and monitoring of incidents.
- To record incidents of bullying as a Cause for Concern.

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The Role of Senior Leaders:

- To ensure the school's strategies for prevention and intervention are effective.
- To help others understand what bullying is/is not by applying the school's STOP message.
- To resolve incidents effectively by investigating thoroughly and communicating clearly, and by applying the procedures set out in the school's Behaviour Policy and the Anti-Bullying Policy.
- To assist other staff members in the identification, investigation and recording of incidents, providing training where necessary.
- To log and monitor incidents in the school's Blue Behaviour Folders
- To ensure the Governing Body is made aware of bullying incidents, including the school's response and the outcome.

The role of the pupils:

- To follow the school's values and develop a Growth Mindset.
- To be tolerant of others, embracing and celebrating difference and diversity.
- To understand what bullying is/is not by applying the school's STOP message.
- To report concerns immediately to a trusted adult at school/home.
- To follow the 'Behaviour and Anti-Bullying' guidance shared in assemblies

Policies linked to this policy:

- Anti-bullying
- Child protection and Safeguarding
- Online safety
- AUP
- Nurture

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