



Behaviour Policy

Rationale

We want our children to feel safe, happy and able to learn within a **Positive Learning Culture**. We encourage them to develop self-discipline, a respect for themselves, for others and for the environment. We value all God's children and celebrate and respect their differences. We follow our Christian Values, most notably in this context the value of **Forgiveness**, when resolving differences or supporting children to make positive choices. This policy has been developed in consultation with children, parents, staff and governors; it will be used by School to resolve all issues that take place on the school premises during the school day.

Purpose

- Supporting quality learning and teaching opportunities for everyone in school;
- Helping every child develop a pride in themselves, their class and the school as a whole;
- Creating a caring, compassionate environment where there is mutual respect and trust amongst all members of the school community;
- Encouraging children to flourish in a positive setting;
- Demonstrating to children the need for hope, dignity, wisdom and community in order to live an abundant life;
- Promoting and valuing children's dignity and helping them to value the dignity of others;
- Supporting and reinforcing efforts to behave positively and learn well;
- Working positively with parents to promote good behaviour;
- Ensuring a consistent approach and understanding by all adults and children in school

The Pucklechurch Way

Our philosophy can be summed up very simply: we expect our children to be **safe, respectful** and **ready to learn**. The meaning of these key aspects will be discussed regularly with children in class and in collective worship assemblies. To support them to demonstrate these aspects, all children belong to our **Positive Learning Culture**.



How we create a Positive Learning Culture

- We are all responsible for creating a positive culture with clear expectations for how we behave – how staff behave provides a model to children, including engaging with children around the school environment (saying hello in the corridor, holding the door open, etc.);
- The school values support our Positive Learning Culture;
- Children are welcomed into the classroom each morning by an adult;
- The school takes a growth mindset approach to learning and celebrates **effort** and **progress**, rather than just pure attainment;
- We positively reinforce good behaviour with praise and rewards. Sometimes, children might also share their achievements with other members of staff and be rewarded with a sticker;
- Each class agrees a 'class contract', which is displayed clearly in the classroom;
- In class, names are displayed to celebrate behaviour that is 'above and beyond' and children are rewarded with house points;
- House points are awarded in lessons, along with the nomination and recognition of the 'Top Learner' of the day and week. Each class teacher also awards certificates to children each week for demonstrating the school values. These are given out in Celebration Assembly on a Friday;
- Children are awarded with an afternoon tea with the headteacher at the end of term in recognition;

- Staff regularly share children's successes with parents in a variety of ways, including face-to-face meetings, posts on social media, emails etc.
- As a class, children earn points on a 0-20 scale through good behaviour, positive attitude, excellent transitions, etc. On completing this scale, the class win a day in non-school uniform;
- Attitudes to Learning and Social & Emotional skills are discussed with parents and children at the Autumn, Spring and Summer Learning Meetings;
- Children are given jobs around the classroom and school to promote responsibility and self-esteem;
- Y6 children work with Reception children to model positive behaviour;
- Children are awarded additional responsibilities around school, such as membership in a 'crew', because of their good attitude and behaviour. They are then expected to model this behaviour to the rest of the school;
- At the end of the week, children who have received house points are selected from a raffle and receive a prize of their choice.

All adults, including parents, will reinforce this guidance and model appropriate behaviour for learning at all times around school. Respect for the rights of children and other adults should be evident at all times.

A Consistent Approach

- Inappropriate behaviour is when a child is not following the Pucklechurch Way.
- All staff should follow the same steps when managing inappropriate conduct.
- Adults should be calm yet assertive when managing inappropriate conduct, using calm and controlled body language and tone of voice using non-confrontational language.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed by the SENCo and set out in their personal positive de-escalation strategy.

Restorative conversations should:

- be done as privately as possible
- adopt a calm, controlled non-confrontational tone
- make the nature of the inappropriate behaviour clear to the child – it will be clear that it is the *behaviour* that we disapprove of, not the child.

We do not see challenging behaviour as a battle to be won, but rather an opportunity to model, teach and support. With this in mind, the **Behaviour Steps** are followed.

| Step | Application | Useful language |
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| Reminder | <ul style="list-style-type: none"> ● Check if anything is wrong ● Link back to the school rules and remind children of the Pucklechurch Way ● Make a point of praising another child (not as a direct comparison) who is putting focus on the correct behaviour ● Delivered as privately as possible (don't make the poor behaviour the focus) ● Comment on a different piece of positive behaviour displayed by the child. If there is nothing at that moment refer to the most recent example in the past | <p>All conversations with children should operate at or below eye level.</p> <p>"Are you ok?"</p> <p>"I've noticed that... e.g. "I've noticed that you've had a problem starting this morning and you know our rule about always trying your best. I need you to try your best."</p> <p>"I'm impressed with xxx because..."</p> <p>"I can see that you are struggling with x. How can I help?"</p> <p>"Do you remember that one of our rules is x?"</p> |

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| | <p>At this point, distraction can work well for refusal behaviours</p> <p>Time here is essential. Do not expect them to immediately jump into the behaviour you are expecting.</p> | <p>Do you remember yesterday when you did that amazing writing in English? It was great because xxx. That is the behaviour I want to see now.</p> <p>Thank you for listening."</p> <p>Thank the child for making the right choice if they comply.</p> <p>Walk away</p> |
| Caution | <p>Only 1 caution given as privately as possible</p> <p>If behaviour is not improving following positive reinforcement and time left alone then it is time to clarify rule again and caution of first sanction</p> <ul style="list-style-type: none"> Remind the child of the behaviour not being followed Explain the sanction that will happen (the child will move seats within the class. Only swap them with another child if there are no empty/appropriate seats) | <p>10 second 'drive by'</p> <ol style="list-style-type: none"> 1) [NAME] you know x is one of our rules. Doing y is breaking our rule because... 2) I expect you to ... 3) If you make this [positive] choice then [explain positive outcome]; if you continue with y, then you will need to move to x seat. 4) I know you'll make the right choice <p>Walk away</p> |
| Re-location | <p>If behaviour is not improving following positive reinforcement and caution and time left alone then it is time to clarify rule again and this time follow with the sanction of relocating seats within the classroom.</p> <ul style="list-style-type: none"> Remind the child of the behaviour not being followed Move them to a different seat within the class for the duration of the session, explaining they will return to their usual seat after the next break. Remind them that this is an opportunity to reset and the alternative is partner class. Encourage them to make the right choice Praise child if they exhibit the right behaviour in the new space Avoid confrontation, and if a child protests with the sanction, move away and allow child time to take up the request of moving seats. Do not engage with negotiation or further discussion/blame shifting | <ol style="list-style-type: none"> 1) [NAME] you have chosen to keep [name broken rule] 2) You now need to sit in x seat until the end of the lesson." 3) We will discuss this at the end of the lesson. |
| Partner class | <p>If behaviour does not improve following relocation:</p> <ul style="list-style-type: none"> Remind the child of the behaviour not being followed Issue sanction of going to partner class for 10-20 minutes making it clear which class they need to go to (send another child to | <ol style="list-style-type: none"> 1) [NAME] you have chosen to keep [name broken rule] 2) You now need to go to x partner class for x minutes [10-20 minutes]. 3) We will discuss this at the end of the lesson. (Only long |

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| | <p>take them there if you feel it is required) and for how long</p> <ul style="list-style-type: none"> Continue to avoid confrontations and if a child protests the sanction, repeat the reasons for the consequence with further reference to previous positive examples. move away and allow child time to take up the request of going to partner class. Do not hurry them up, engage with negotiation or further discussion/blame shifting <p>Sanction administered and then behaviour reset for next lesson – do not carry over sanctions.</p> | <p>enough to see what the child produced in partner class, ask if anything specific led to their breaking the rules and if you can help in any way and to remind them that after break/lunch we start a new page – remember the partner class was their sanction</p> <p>Remember to send work that the child will not struggle to complete independently. Have a pack of work you know they will not struggle with if the sanction has come at a point in the lesson that they will not be able to continue independently.</p> |
| Work completed at home | <p>If inappropriate behaviour continues either during or after partner class, child to miss part (not all) of break/lunchtime to complete work missed. This is an opportunity for the child to reflect and might also be a time to write a note (or picture) that recognises their actions and the hurt that might have been caused to others.</p> | <ol style="list-style-type: none"> As you missed time earlier, I need you to catch up. Please complete this at home so that you don't miss any learning. |
| Repair | <p>This is the most important part of the process and must happen without peers present.</p> <ul style="list-style-type: none"> Can be an informal chat at break time as a 'walk and talk' in the playground | <ol style="list-style-type: none"> What happened? What were you thinking/feeling at the time? What have you thought since? How did this make other people feel? Who has been affected? How? How could we do things differently next time? |

When the child returns for the next session or from partner class, they return to the 'reminder' stage. Don't jump straight back to relocation or partner class should the behaviour continue.

For dangerous or severe behaviour (which you don't feel can be handled at a class teacher level). As a last resort, a member of SLT will be called to speak to the child. This is a last resort as we believe in teachers and adults in our school managing behaviour and creating relationships. Where SLT are involved, there will be an immediate consequence of missing part of break and lunchtime. Parents will be informed by class teachers and will update CPOMS with details.

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| Calling for SLT | <p>Dangerous and persistent behaviour may need the support of SLT:</p> <ul style="list-style-type: none"> Fighting 2nd time out in the same session Throwing furniture/breaking equipment Hate language Disruption which prevents the class from learning | <p>Where SLT are called for:</p> <ul style="list-style-type: none"> Ask SLT to come to the class (avoid sending the child) Speak to the child with the SLT member present rather than 'handing over' so that you still have authority |
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| | Most children demonstrating these behaviours will have a de-escalation strategy so please follow this in the first instance. | <ul style="list-style-type: none"> • Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation. |
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Adults will always follow through with the sanction administered. This opportunity to discuss reasons for behaviour, reaffirm positive behaviours and then restart for the next lesson is crucial. The sanction has been completed; the next lesson is a new start.

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| Partner Class | Reception/Y1 to Y2 | Y2 to Y1 | Y3 to Y4 |
| Arrangements | Y4 to Y5 | Y5 to Y6 | Y6 to Y4 |

- The aim of using the Partner Class is to remove the child from their audience, but keep them in a working situation (this will not be employed if it disturbs the learning of others). Where a child is sent to Partner Class, parents of the child will be informed by the class teacher;
- Class Teachers will monitor individual children and how often they are sent to partner class. If this continues over time and patterns are evident, class teachers will add this to CPOMS;

Any refusal to listen to reasonable instructions from adults or incidents of violence will result in parents being informed and missing a break and part of a lunchtime

- When behaviour exceeds what is reasonably acceptable to be dealt with internally, school will work closely with parents to agree strategies to be worked on together.
- Persistent lack of improvement in high levels of disruption may result in the Head giving a Fixed Term exclusion to protect the interests of other learners
- Some children with Special Needs will require an Individual Behaviour Plan which will have different targets, rewards and sanctions.

EYFS

There is a slight variation to the policy and practice of the sanctions system in the Foundation Stage, to reflect the age of the pupils:

- EYFS staff model appropriate behaviours in different contexts and set good examples, teaching children about the Pucklechurch Way.
- EYFS staff demonstrate that the child is still valued, even if his/her behaviour is unacceptable;
- A verbal warning is given, e.g. *"If I have to speak to you a third time, you will have to spend two minutes in the Thinking Spot. I am sure you will make the right choice..."*. It's at this point that distraction techniques are most effective, giving children a job to do, moving on to a different area etc;
- If the behaviour continues, the child will be spoken to on a 1:1 basis and will be seated in a 'thinking spot' for a few moments, and then asked to start afresh and show good behaviour, with reference to the **Pucklechurch Way**;
- When the child has had a chance to think and calm, EYFS staff will support the child to articulate what they did, why they did it, why it doesn't fit with the **Pucklechurch Way** and what would be a better choice next time;
- If the behaviour continues, the 'thinking spot' process would be repeated and parents would be informed at the end of the day;
- If this behaviour still continues, the Behaviour Steps outlined for the rest of the school would be followed as appropriate.

Lunchtimes

We see lunchtimes as a time for promoting social skills in the playground, the dining hall and classrooms. There is a specific principle of 'Managed Risk' in place that encourages children to explore some of the physical challenges available whilst teaching them to understand the nature of risk, both to themselves and others. In addition we have a number of games and planned activities led by the children and Lunchbreak Supervisors. Whenever children move to or from the playground they are expected to do so in an orderly fashion. Children go to their lunch in a calm fashion. We encourage and expect children to demonstrate good manners in this social situation.

The Lunchbreak Supervisors use House points to reward children for good behaviour. If there is unacceptable behaviour the staff work through a series of strategies as below:

- Initially, the child is reminded of expectations and given a chance to amend their behaviour. This might involve a time-out standing with the Lunchbreak Supervisor;
- If the behaviour continues, Lunchbreak Supervisors will record the issue in their Communication Book and inform the class teacher;
- In cases of continued poor behaviour or an incident of **extreme behaviour**, the child will be brought to a member of the SLT and the procedures will be followed as in the previous section.

Violence of any sort
is not tolerated.

Forgiveness

We refuse to label children as a result of their behaviour and each lesson or session is a fresh start for a child, no matter what the preceding behaviour or sanction. Apologies are accepted and slates are wiped clean, with a reminder that it was the behaviour that was unacceptable, not the child. At all times, our Christian values will be used as a teaching tool and our simple behaviour rules reflect these.

Extreme Behaviour

- Adults should at all times aim to deflate the situation and, in their actions, consider the safety of all children, other adults and themselves. This is expected of parents too in how they deal with their child, other children and members of staff;
- CPOMs should be used to record incidents;
- The intent should always be to support children in demonstrating the correct behaviour but if strategies are not successful or behaviour is deemed to be extreme in the context of school, ultimately a period of exclusion will be considered following South Gloucestershire's guidelines 'The Exclusion of Pupils from School' (copy available on request). In the case of exclusions, the guidelines cover the mandatory period of supported reintegration into school.

In cases of unacceptable extreme behaviour or in cases of recurring behaviour where there is intent to harm or harm results, the following procedure will be followed:

- The children will be separated until they are calm and, where relevant, no threat to each other;
- Their stories will be listened to separately (or by 2 members of staff in different rooms)
- An entry will be made on CPOMS;
- Child/ren will apologise and be made aware of the sanction that is being given;
- Parents of all parties will be informed via phone or meeting at the end of the day (or via email depending on the nature of the incident);
- Lunchbreak staff and the rest of the teaching staff will be informed at their next meeting;
- If this behaviour results in a fixed term exclusion then the appropriate letter will be sent to parents. Where possible this is done personally by a member of the SLT in order that the parent is clear as to events and reasons for the decision.

Depending on the nature of the extreme behaviour the following sanctions will apply:

- Missing of playtimes or lunch-times (dependent on severity of incident) and letter of apology written (appropriate for age);
- Fixed-term exclusion;
- Permanent exclusion;

In special cases children will have their own plan, which they will follow.

Major Incident

- A major incident is one where serious harm or injury has resulted due to aggressive or dangerous behaviour by a child. In such circumstances the Headteacher or person acting in the Headteacher's absence should be called immediately;
- First Aid and the safety of all children takes precedence over anything else;
- Should the incident be due to a child's behaviour, that child should be taken to a place where they can be supervised as needed;
- In certain circumstances the Headteacher may deem it necessary to contact the Police to ensure the incident is addressed in an appropriate manner.

We recognise that, rarely, it may be necessary to remove a child from class / a situation without them wanting to be. Where reasonable force is required, the following guidance will be used:

Use of Reasonable Force – Advice for Head teachers, staff and Governing Bodies July 2013 (Reference DFE-00295-2013)

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Equality Statement

Pucklechurch Primary School has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of safeguarding and in respect of pupils with special educational needs (SEN). The school is committed to gender equality and does not differentiate between the sexes in any aspect of the education, care or welfare of its pupils or staff.

We fully support the Valuing All God's Children guidance from the Church of England and are committed to educating our children about loving and respecting ourselves and each other. Life in modern Britain is to live well together with people of different race, sexual orientation or belief and we are committed to eliminating any discrimination on these grounds.

Child Protection Statement

The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff strive to ensure that children and parents feel free to talk about any concerns and will see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and they are encouraged to seek help from, or confide in, members of staff. All staff understand their Child Protection responsibilities and will take appropriate action as laid out in our Child Protection Policy when necessary.