



# Behaviour Policy

Reviewed and Updated: June 2022  
Next Review date: September 2023

## Our Vision

Aiming High and Achieving Our Best

## Our Values

Curiosity – we are inquisitive learners who love to explore and investigate!

Creativity – we are imaginative and inventive!

Confidence - We have a resilient, 'can-do' attitude to learning!

Caring – We are kind and respectful to each other and to our environment

## Aims

To provide an environment and curriculum that stimulates every child's desire to learn; to teach creatively to inspire children with unique learning experiences; to foster high aspirations and encourage children to be leaders of their own learning; to promote respect and kindness; to nurture and prepare children so they are ready to confidently face future challenges.

"A school where respect and courtesy are high on the agenda will be a community which fosters good relationships, as well as accelerated learning."  
(Greg Sampson)

## **Aims**

1. To establish and maintain an orderly, peaceful and supportive environment in school in order to maximise learning.
2. To communicate to children, parents, staff and any-one else connected with school what is meant by good behaviour and how it is consistently reinforced and maintained.
3. To set out expectations for the management of teaching and learning environments.
4. To set out routines for activities in school including the beginning and end of day, lunchtimes, playground, corridors, wet play and out of school activities.
5. To foster self-discipline, self-motivation, confidence and self-esteem of children and adults working in school.
6. To set out how the school works towards minimising bad behaviour including bullying.
7. To ensure commitment to the whole school system of rewards and sanctions.

## **Methods of achieving these aims.**

1. Learning about rights as detailed in the United Nations Convention on the Rights of the Child
2. Planning for high quality teaching and learning.
3. Classroom management
4. Duty of care for all school routines and procedures
5. Systems for promoting self-discipline, self-esteem and responsibility
6. Support for children, teaching and non-teaching staff.
7. Rewards system
8. Sanctions
9. Home involvement
10. Equal opportunities
11. Safety and risk assessment.
12. SEND – Local Offer
13. Anti-bullying policy
14. Monitoring and review.

## **1. Children's Rights – chosen by the children, led by the School Council: Rights Ambassadors**

- Article 12 – Right to a Voice
- Article 15 – Right to join clubs and meet with friends
- Article 28 - Right to an education
- Article 29 – Right to be the best you can be
- Article 31 – Right to relax and play

## **School Values – characters and badges**

- Curiosity – Curiosity Cat
- Kind and Caring – Kind and Caring Koala
- Creative – Creative Chameleon
- Courageous – Courageous Camel

## **2. Planning for teaching and learning.**

We believe a quality curriculum is at the heart of achieving good behaviour in school. The whole school curriculum is planned to enable all children to learn and make maximum progress. Topics are selected from the National Curriculum, which are suited to the age, stage and ability of our children. In reception and KS1 children follow the Read Write Inc programme. Differentiation will meet and match individual needs in their RWI groups. Short term planning will include subject specific skills, knowledge and understanding, so that all children experience success in a range of contexts, and are able to be assessed in order to move on. Lack of differentiation and opportunities to use imagination causes boredom, frustration and low self-esteem, and is therefore a likely reason for poor behaviour exhibited in classrooms.

## **3. Whole School Approach**

Rights and Values are shared in assemblies and are used to describe good behaviour and to give rewards such as dojo points and to describe poor behaviour for sanctions or for targets on individual behaviour plans. Children can be awarded values badges for showing that specific value. The aim is to collect all 4 each academic year.

At the beginning of each year Class teachers re-establish rules and routines for appropriate behaviour, the organisation of materials and resources, expectations of noise and procedures at transition times including entries and exits. The emphasis is on care, courtesy and cooperation. Children are given an appropriate place for time out if needed.

#### **4. Duty of care for all school procedures and routines.**

The dojo points reward system is shared between all teaching and support staff that award the points to children for good behaviour, effort and achievement. Values Tickets are also rewarded for reflecting the school values. These act like a weekly 'in it to win it' where children may be picked 'out of the hat'. The more values tickets a child has been awarded the greater chance they have of been 'pulled out of the hat' for a prize. Children can be awarded values badges too if they continually show a value or for a special act.

#### **5. Systems for promoting self-esteem, self-discipline and responsibility.**

Core learning skills	Star pupil award
Peer critique	Head Teacher Certificates
Prefects	Year 6 Responsibility
PSHE/RSHE Curriculum	Circle time
Values Tickets	School Council: Rights Ambassador meetings
Safeguarding Snapshot meetings	Sports Certificates
Rights and Values	Individual class rewards chosen by the class teacher.

#### **6. Support for children, teaching and non-teaching staff.**

Children are taught the focused rights and values at the beginning of each year and it is reinforced through the Home School Child Agreement, assemblies, notice boards, circle times and systems of rewards and sanctions.

All staff support the child by implementing all of the above and by being responsible for his/her PSHE by listening, mentoring and if necessary liaising with home, Senior Teachers, Head teacher and SENCO. All adults promote and model behaviours and develop close relationships which will bring about sustained change. All staff have received whole school Trauma Informed Schools training, with one qualified practitioner on site.

The school values are taught explicitly with one value being focused on each half term. They are a focus in class and in whole school assemblies. Value tickets are given to children when they demonstrate one of the core values. The school values are based around values characters to teach the value to the younger children; accompanying stories support this.

The behaviour support plan (IBP) is managed by the class teacher to bring about change in children's behaviour so that staff (teaching and non-teaching) are mutually supportive and the approach is consistent for the child. The support plan is written by the class teacher in conjunction with the child and parents. The head teacher will become involved if necessary. At this stage a pastoral support plan may be necessary.

All behaviour management programmes and interventions should be logged by class teachers in their class behaviour log. The head teacher and teachers are available to support midday assistants during the lunch breaks.

#### **Support structure**

Class teacher – Senior teacher - Head teacher.

Midday assistants – Class Teacher - Head teacher.

School reward systems are used at lunchtime by midday assistants and prefects.

#### **7. Reward systems**

An effective reward system helps to build self-esteem. The following rewards are in place and effective.

1. Smile
2. Praise related to objectives including child's name.
3. Star pupil award/ Achievement award
4. Teachers/Headteachers certificates
5. Dojo points (Individual/Whole Class e.g. whole class collectively achieve 1000 points = extra play)
6. Extra play
7. Value Tickets or Badges
8. Speak to parent at the end of the day (phone call/dojo).
9. Various other rewards are particular to a class, an event or a specific objective.

#### **8. Sanctions Hierarchy**

In a classroom situation the following sanctions apply. They are used after the usual reinforcement of positive behaviour, use of proximal praise, reminders, encouragement and thanks for when instructions are carried out.

## General/informal

1. Eye contact
2. Distraction
3. Notice someone else making the right choices

## Formal

1. Reminder
2. Verbal Warning
3. Reflection time in class
4. Reflection time in another supervised area of the school – with ‘how I can fix it’ slip to complete. Parents informed via Dojo. ‘How I can fix it slip’ dated and logged to monitor frequency or spot patterns.
5. If behaviour continues teacher speaks to the child to find out the reasons for the behaviour. The teacher also gives an opportunity for the child to repair the situation.
6. If the behaviour is not modified/ improved the Headteacher invites parents into school to meet with the child and discuss the behaviour. Individual behaviour support plan written and put in place if appropriate.

In exceptional circumstances, the staged approach can be shortened at the discretion of the member of staff.

If sanction 4 is judged to be used frequently (2 or 3 times per fortnight) this will trigger further action. These actions may include one or all of the following:

- EHWB Intervention
- Support from the Headteacher
- CAF / Multi agency approach
- Referral to an Educational Psychologist
- Family Support Worker

NB: If a child is refusing to complete appropriately differentiated work it might be appropriate for them to work with a member of staff at lunch time.

Sometimes a child’s behaviour may suddenly deteriorate or their actions may indicate that they have witnessed domestic violence. All staff should refer to the Child Protection Policy for further guidance.

**Exclusion:** A decision to exclude a pupil would only be taken in response to breaches of the school’s behaviour policy where lesser sanctions are not appropriate. A thorough investigation would first be carried out considering all the evidence and allowing the pupil concerned to give their version of events. Exclusion is the only route to removing pupils from school if they have committed a disciplinary offence. The need to exclude a child at Penponds School is extremely rare. There has only been 1 permanent exclusion in the past ten years. See the Exclusion policy.

## 9. Home involvement

Parental/Carer involvement is vital, both as support and reinforcement and to share information which will be mutually helpful.

Opportunities for positive comments about pupil behaviour are exploited (see rewards system.)

An Individual Behaviour Support Plan is shared with parents/carers, with parents being involved at all stages of the ILP if behaviour modification becomes a special need.

## 10. Equal opportunities

Values and Rights at Penponds School and the Penponds School Behaviour Policy are designed to ensure that all children will have the right to learn and teachers will have the right to teach and that the work of all members of the school community is respected equally. There may however be times when a child has a differentiated behaviour policy to meet their individual special need.

## 11. Safety and Risk assessment.

This is the responsibility of the Head teacher who liaises with teaching and non-teaching staff, the SENCO and external agencies.

- Good behaviour is an essential part of well-being and of a Healthy school
- Implementing our Values and Rights at all times ensures the safety and well-being of pupils and staff in the school

- Physical intervention is always a last resort. It must be **reasonable, appropriate and recorded in context to show that everything else possible had been done.**

INTERVENTION MUST NEVER CAUSE – PAIN, PANIC OR INJURY

Intervention involves no joints, protection for the individual, gradient – least amount of force necessary, body alignment, avoidance, protection, deflection, stabilisation, no punishment, touch control – positive touch ethos. (See Team Teach guidelines) There are currently four members of staff who have been Team Teach trained.

#### **School visits including residential visits:**

The school Values and Rights still apply. (See Educational Visits policy for guidelines and pupil to adult ratios). All children will be included on a trip unless their behaviour could cause danger to themselves or others. The school reserves the right to exclude a child from a trip on health and safety grounds. Alternative provision will be in place when necessary.

#### **12. Special Educational Needs**

Behaviour modification may become a Special Educational Need. Help may be sought from outside agencies. These may include:

The Educational Welfare Officer

The Educational Psychologist

Learning Support Service

Social Care

Clear

Dreadnought

It may also be necessary with parental/carer consent to initiate a CAF (Common Assessment Framework) for a multi-agency approach. This involves holding regular multi-agency meetings.

#### **14. Anti Bullying**

Bullying behaviour is repetitive and over time. It may include:

- Name calling
- Physical violence
- Threats
- Isolating individuals.

The school should at all times show disapproval of such behaviour and protect children from it through the sanction's hierarchy. However, it is important to recognise that many children engage in these activities at some time as they experiment with relationships. Often problems are short lived and falling out with friends does not become an issue – this is not the same as bullying.

Penponds School implements its behaviour policy to create a culture in which bullying cannot thrive. Building self-esteem in children is the single most powerful strategy in ensuring that children respect themselves and each other. This is done through:

- Implementation of Values and Rights
- Class teacher relationships with pupils including role modelling
- The reward system
- Being a Leader of Your Own Learning
- Teamwork and group work
- The duty of care which ensures supervision wherever possible
- Playground organisation including observation of isolated children and perimeter areas
- Peer critique
- Playground Buddy System and Prefects

Incidents of bullying may be reported by children, members of staff, parents. The initial contact is with the class teacher of the child affected. Usually intervention is successful, especially if children are involved to support each other. However, if class teacher actions do not stop the situation the Head teacher will be involved. The head teacher will log information and the action, see all children involved, contact parents and take all steps open to them to stop the bullying behaviour continuing to protect the children and the school. (See Anti Bullying Policy for full procedure)

### **15. Monitoring and review.**

The behaviour policy is monitored by the Head teacher by examining the behaviour log - recorded on SIMS, discussions with the midday supervisors, nominations for Head teachers certificates, through regular contact with class teachers, child focus at staff meetings, documentation of the Behaviour Support Plans and by the observation of and discussion about the everyday life of Penponds School. Governors also monitor behaviour during their visits. The behaviour policy will be reviewed every year.

### **Resources**

PSHE Curriculum  
Reward system resources  
Values Tickets  
Playground equipment.  
Year 6 Prefects badges  
Budget for School Council  
Values Badges

### **Appendices**

1. Values and Rights
2. Class expectations sheet.
3. Behaviour Log recording proforma.

### **Appendix 1**

#### Values

1. Curiosity Cat
2. Creative Chameleon
3. Courageous Camel
4. Kind and Caring Koala

#### Rights

1. Article 12 – Right to a Voice
2. Article 15 – Right to join clubs and meet with friends
3. Article 28 – Right to an education
4. Article 29 – Right to a voice
5. Article 31 – Right to Relax and play



## **Penponds School Class Expectations**

Agreed September 2020 (updated June 2022)

- An exciting curriculum – breadth and depth
- English and Maths learning walls – regularly updated
- Time to reflect – children responding to marking and knowing their next steps
- High expectations of work and presentation
- Well organised and tidy rooms
- Marking up to date (according to assessment, recording and reporting policy)
- Fast maths to take place 15 mins a day, results recorded in maths book, year 1-6.
- A vocabulary rich environment
- A school values display, referred to by the teacher in lessons, e.g: ' ohh, you've really used your creativity here'
- Celebration of children's work
- Book corner/area – well presented, organised and labelled, books suitable/appropriate for class age group where there is room
- Exercise Books stored correctly – kept in good condition
- Brain, Book, Board, Boss reminder – (age appropriate)
- Age appropriate number line
- Place value column chart
- Homework display board if required
- RWI Speed Sounds chart in every classroom
- No spelling mistakes or punctuation errors on display – capital letters in the right place!
- Topic display to encourage enthusiasm and engagement
- WALHTs displayed clearly and clear in books
- Lots of children talk – not very much teacher talk. The children need to be working harder than you
- Daily visual timetable so children know what they are doing and when
- Talk for Writing actions as photographs for current class.
- Easy access to stationery/resources to allow pupil independence
- Reminders about social distancing, handwashing, safe behaviours in light of Covid 19 and good hygiene procedures (when necessary)
- Easy access to water