



Pebworth First and Blackminster Middle Schools
Federation



Behaviour Policy

Pebworth First School

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Policy statement

At Pebworth First School we aim to create a safe, secure and happy environment within which all our children have the opportunity to excel. 'Their journey begins here' is our school motto and we aim to instill in children excellent standards of effort and behaviour to support them on their journey to adulthood. Our core values of aspire, respect, community and excellence support this aim with all members of the federation community working towards these. Across the federation, everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our school has high expectations of behaviour and our behaviour policy is designed to ensure that everyone, children and adults alike feel safe and happy and have the opportunity to learn, progress and fulfil their potential.

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**
- Emphasise our expectation for staff, pupils and parents and carers to **work together in an effective and considerate way**.

Principles, rights and responsibilities

The overarching principles which guide our behaviour policy are that:

- Every member of the school community has the right to **feel safe, valued and respected**
- Pupils are able to learn **free from the disruption of others**
- All pupils, staff and visitors are **free from any form of discrimination**
- Staff and volunteers **set an excellent example** to pupils at all times
- Rewards, sanctions and reasonable force are **used consistently** by staff, in line with this policy
- Pupils are helped to **take responsibility** for their actions
- Families are involved in behaviour incidents to foster **good relationships** between the school and pupils' home life

Rights		
Pupils	Parents and Carers	Staff
<ul style="list-style-type: none"> • Feel safe, valued and respected • Get help when they seek it • Be treated fairly • Be taught in a safe environment • Be listened to • Have their learning needs met 	<ul style="list-style-type: none"> • Feel safe, valued and respected • A safe, well managed and stimulating learning environment for their children's education • Concerns dealt with efficiently • Be well informed about their child's progress • Be informed promptly if their child is ill or has an accident 	<ul style="list-style-type: none"> • Feel safe, valued and respected • To be treated with care, dignity and respect from all members of the school community • Support and advice from senior colleagues

Responsibilities		
Pupils	Parents and Carers	Staff
<ul style="list-style-type: none"> • Come to school on time and suitably equipped for lessons. • Respect the views, rights and property of others. • Cooperate with the teacher and their peers. • Abide by the school expectations. • Seek help when unsure. • Accept ownership for their own behaviour and learning. • Act within our acceptable use policy for ICT usage. 	<ul style="list-style-type: none"> • Ensure their child attends school on time. • Support with homework. • Act as a positive role model for their child in their relationship with the school. • Attend planned meetings with teachers. • Tell the school about any concerns they have with their child's needs. • Be aware of the school expectations and procedures and encourage their child to abide by them. 	<ul style="list-style-type: none"> • Treat all children in a fair and respectful way. • Listen to and value children's contributions. • Raise children's self-esteem and develop their full potential. • Provide a challenging, broad, interesting and relevant curriculum. • Create a safe, stimulating, pleasant environment, physically and emotionally. • Use expectations and sanctions clearly and consistently. • Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

Expectations

Children need consistency and predictability, because of this we have 3 clear school expectations. All adults at Pebworth First School model these expectations and hold children accountable to these clearly and calmly. These expectations are the basis of everything we do and enable our school to be a positive learning environment for all.

Ready, Respectful, Safe

These expectations support all pupils to demonstrate our values of aspire, respect, community and excellence. Without pupils that are ready, respectful and safe we cannot create a learning environment where everyone can excel. All pupils and staff are expected to demonstrate that they are ready, respectful and safe at all times. This will look different at different times and in different locations around school – staff will consistently refer to this to support pupils in understanding what is expected of them.

Promoting positive behaviour

At Pebworth First School we recognise the impact positive interactions can have on pupils and their behaviour. We expect all adults involved in the school demonstrate positive, respectful behaviour through their interaction with each other and children. Staff promote our core expectations of ready, respectful, safe with all children and give verbal praise regularly for these.

Positive reinforcement is a key component of our provision and is offered regularly adults through smiles, descriptive verbal praise and stickers. Staff are reminded of the power of language and to use explicit reasons for giving praise to both promote the positive behaviour further and remind others of the expectations. We aim to 'catch them being good' multiple times per day for every child. We recognise and reward positive behaviour which goes above and beyond these expectations in the following ways:

Positive behaviours	Rewards
Demonstrating our school values of aspire, respect, community and excellence. <ul style="list-style-type: none"> • Excellent contributions • Excellent classwork • Excellent homework • Excellent teamwork • Excellent manners 	Verbal praise <ul style="list-style-type: none"> • Stickers • Class Dojo points • Class Dojo badges • Conversations with parents/carers • Postcards home

Class Dojo is used to award positive behaviour points. Parents are able to log on and view the points their child has been awarded and for which specific behaviours. The positive behaviour categories, agreed by children and staff are:

- For 1 point:
 - o Being ready
 - o Being respectful
 - o Being safe
- For 2 points:
 - o Excellent contributions
 - o Excellent classwork
 - o Excellent homework
 - o Excellent teamwork
 - o Excellent manners

Parents are provided with a log on so that they can view the points their child has received online. Badges are awarded to children as they earn points:

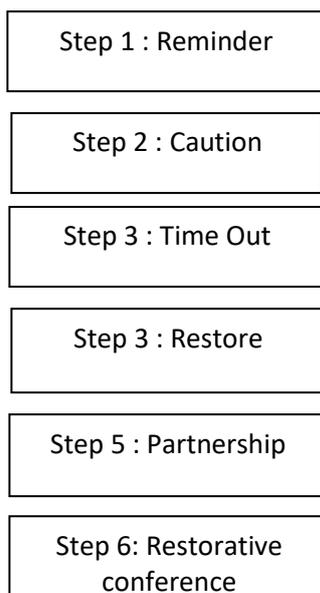


Dojo badges will be awarded as they are achieved and celebrated with their peers.

Managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating and in a calm and consistent manner.

Staff will use the steps in behaviour for dealing with poor conduct:



Step 1: Reminder	A reminder of the expectations for learners directly related to 'Ready, Respectful, Safe' delivered privately (wherever possible) and calmly to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing and is given take up time to make the right choice – the adult focuses on the learning in the room at this time. Repeated reminders may be reasonable and necessary in some cases.
Step 2: Caution	A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Suggested scripts for this are included in appendix 1. The learner has a choice to do the right thing and is given take up time to make the right choice – the adult focuses on the learning in the room at this time. If a child continues with the behaviour, a dojo point is removed from the relevant category and the learner is given further take up time before moving to step 3.
Step 3: Time out	At this point the adult must use the scripts in appendix 1 consistently. The same clear choice delivered privately (which may be outside the classroom), wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. The learner is asked to reflect on their next step and time out may be needed – no more than 3 minutes . The learner is reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to reengage positively with the learning if they do not modify their behaviour a further dojo point is removed and parents are informed at the end of the day. A 'Step 3' record must also be logged on ScholarPack including details of the restorative conversation in the notes. A follow up restoration conversation (see step 4) after the lesson is attached to this step.
Step 4: Restore	Restoration conversations are essential to repairing the relationship between staff and learners after a step 3 conversation. These conversations take place as soon as

	<p>possible after the end of the lesson (breaktime, lunchtime or the end of the day). During a restorative conversation, adults make the situation less daunting for the child</p> <p>by sitting alongside, tidying the book corner together, sharpening pencils, going for a walk around the school – this approach leads children to speak more openly and honestly.</p> <p>Restoration meetings should not involve the parent/carer – this is between the learner and the staff member and a separate, private conversation should be held with the parent/carer to inform them of this at another time. Restoration conversations are structured around a maximum of 5 the following:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>Further guidance on holding restoration conversations is found in appendix 1.</p>
<p>Step 5: Partnership</p>	<p>The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. A Behaviour Partnership meeting will be held between the learner, Class Teacher, Parent/Carer and School Leader to:</p> <ul style="list-style-type: none"> • Explore potential reasons behind the behaviour • Create an Engagement Action Plan in collaboration with the learner, focused on positive reinforcement to support more positive behaviours to be demonstrated around school • Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves <p>The Class Teacher and School Leader will then closely monitor the learner's behaviour in line with the actions agreed in the Behaviour Partnership Meeting and set out in the Engagement Action Plan. The Class Teacher will feedback on this regularly to the parent/carer.</p> <p>If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the School Leader. Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning.</p> <p>The partnership stage will be recorded on the child's file on ScholarPack.</p>
<p>Step 6: Restorative conference</p>	<p>If a learner continues to fail to modify their behaviour, a restorative conference will take place with the learner, parent/carer, class teacher and teaching assistant, School Leader and Executive Headteacher to review the situation from all angles and create a new Engagement Action Plan. The School Leader and Headteacher may, at this point, put in place additional rewards and sanctions beyond those listed in this policy.</p> <p>Serious breaches of this behaviour policy and of the pupil code of conduct may result in a fixed term exclusion.</p>

Serious and extreme behaviours

Extreme behaviour choices may equate, but are not limited to, the following:

- Repeated breaches of school expectations/defiance
- Misuse or damage to school or others property
- Swearing
- Spitting
- Stealing
- Physical assault of staff or pupil
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - o Knives or weapons
 - o Alcohol
 - o Illegal drugs
 - o Stolen items
 - o Tobacco and cigarette papers
 - o Fireworks
 - o Pornographic images
 - o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

In the case of any of these behaviours being identified, the School Leader and Class Teacher will agree the required sanction and an immediate meeting will be arranged between the parent/carer, Class Teacher and School Leader. Appropriate next steps and any further sanctions will be put in place at this meeting and recorded on ScholarPack. Any serious or extreme behaviour is recorded as an 'incident' on ScholarPack alongside notes of the meeting held.

Sanctions for serious misbehaviour may include, but are not limited to:

- Removal of privileges
- Removal from classroom/playground environment
- Instigation of daily/weekly report to support more positive choices
- Fixed term and permanent exclusion

Exclusion

Exclusion will be avoided wherever possible. However, where school staff feel there is a danger to adults or children this may be the only option. All other avenues will be tried first with suitable documentation of their results. Government guidelines for fixed term and permanent exclusions will be followed.

Bullying

See separate Anti-Bullying policy

Positive handling

See separate Positive Handling policy

Appendix 1: Behaviour modification scripts

Micro-scripts

These statements can be used at various stages through the process – consistency is the key and removing the emotion of the adults is really important. We don't want to reward negative behaviour with an emotional reaction.

Eight assertive sentence stems:

- 1) You need to... (speak to me at the side of the room).
- 2) I need to see you... (following the agreed routine).
- 3) I expect... (to see your table immaculately tidy in the next two minutes).
- 4) I know you will... (help Kyra to clean the pen off her face).
- 5) Thank you for... (letting go of her hair, let's walk and talk).
- 6) I have heard what you said, now you must... (collect your things calmly and move to the thinking spot).
- 7) We will... (have a better day tomorrow).
- 8) Think carefully about your next step (As the adult walks away).

Seven sentence stems that are not linked to your emotions:

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) Your behaviour is disruptive, damaging and dangerous but I believe that you can be a success.
- 4) I am not leaving, I care about what happens. You are going to be brilliant.
- 5) What do you think the poor choices were that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Daniel it's not like you to...

