



Pendock C E Primary SCHOOL

BEHAVIOUR & CONDUCT POLICY

We aim to enable and encourage all those connected with Pendock school to be the best that we can be. By living out our Pride in Pendock values, we strive to inspire children, parents, staff and our wider community to fulfil their potential and enjoy life in all its fullness.

At Pendock, we aim to provide positive happy learning environments where children feel safe and secure and staff can lead learning with confidence. We strive to achieve and promote good standards of behaviour and respect to everyone within our community. It is the intention of this policy to detail our expectations of pupil behaviour and the strategies and approaches used to achieve these.

In order to support our intention, we have developed this policy based on the Christian principles of respect, love and forgiveness; our Pendock PRIDE values of positivity, respect, individuality, determination and excellence incorporating decision making behind the three principles of safety, learning and respect. We will encourage our children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and their choices.

Pendock provides a structured environment with clear boundaries where positive reinforcement and promoting positive relationships are at the heart. Our children are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. Expectations of behaviour are high and in order to motivate children to achieve this we praise and reward healthy behaviour frequently and consistently. Equally, for inappropriate behaviour, we implement clear consequences.

We want every child to **be safe and happy** in our school and believe that each child has the **right** to:

- feel safe, cared for and respected;
- be able to learn to the best of their ability and to fully develop the skills they possess;
- be treated equally irrespective of gender, race, physical characteristics or any other factors;
- learn and play without disruption.

We believe that each child has the **responsibility** to:

- work to the best of their abilities, and allow others to do the same;
- demonstrate good manners;
- treat others with respect;
- obey the instructions of school staff and /or any adult who is working with them;
- take care of property and the environment in and out of school;
- ask for help;
- know that they are at school to learn;
- co-operate with other children and adults.

We believe that **all staff members and other stakeholders** have the **responsibility** to:

- treat all children and adults fairly and with respect;
- raise children's self-esteem and develop their full potential;
- provide a challenging and interesting and relevant curriculum;
- create a safe and pleasant environment, physically and emotionally;

- use rules and sanctions clearly and consistently;
- be a good role model;
- form a good relationship with parents so that all children can see that the key adults in their lives share a common aim;
- recognise that each is an individual, and be aware of their (individual) needs;
- offer a framework for social education.

We believe that working in partnership with parents is key and therefore believe that **parents** have the **responsibility** to:

- make children aware of and model appropriate behaviour in all situations;
- encourage independence and self-discipline;
- keep the vision of the school in mind at all times;
- show an interest in all that their child does in school;
- foster good relationships with the school;
- follow and uphold school policies to show support of the common aim;
- support the school in the implementation of this policy;
- support their children in looking smart;
- support their children in being punctual;
- offer a framework for social education.

Everyone is expected to:

- be responsible for their own behaviour;
- respect the rights of others;
- share and demonstrate our vision and values.

As a staff we have a duty of care to **all** children and each year the children make their own class rules in conjunction with the staff who are working within the classroom. These should be no more than 5 action points which are worded in a positive fashion. They will be displayed within the room alongside our PRIDE in Pendock values and our vision.

Pride in Pendock

Positive attitude – we find good in all people and all situations

Respect – we treat everyone with kind words and action

Individuality – we believe in ourselves and celebrate difference

Determination – we welcome challenges and always try our hardest

Excellence – we strive to be the best that we can be

We have PRIDE in ourselves; PRIDE in each other; PRIDE in Pendock! Through demonstrating our Pride values, we are encouraging everyone to be the best that they can be.

We will always try to support all types of behaviour through positive praise and reinforcement and believe that quite often, poor choices in behaviour is due to an unmet need. Children need to explore the boundaries in order to develop an understanding of appropriate behaviour and self-regulation.

Where there are times when a child's behaviour falls below the expectations, our priorities are to ensure the safety of children and staff, to restore a calm environment in which all children can learn and thrive and to prevent the recurrence of misbehaviour. To achieve these aims, a response to behaviour may have various purposes:

- **deterrence** – sanctions can often be effective deterrents for a specific child or a general deterrent for all children
- **protection** – keeping children safe is a legal duty of all staff. A protective measure in response to unhealthy behaviour, for example, removing a child from the lesson, may be immediate or after assessment of risk
- **improvement** – to support children to understand and meet the behaviour expectations of the school and re-engage with meaningful education. Children may test boundaries, may find their emotions difficult to manage, or may have misinterpreted the expectations. Children should be supported to understand and follow the expectations. This may be via sanctions, reflective conversations or targeted pastoral support.

Our children’s behaviour and conduct is recognised, praised and celebrated in several ways. They most often take the form of Dojo points which are related to our PRIDE in Pendock values, our Christian values of love, respect and forgiveness as well as their learning, safety and respect. Dojo points are able to be awarded by all members of staff and are applied consistently across classes and times of day. Examples of behaviours that Dojo points can be awarded (this list is not exhaustive):

- holding a door open for a member of staff or visitor
- producing a piece of work that is of high quality, shown a level of perseverance or demonstrates good progress
- being kind to somebody (in the classroom or on the playground)
- being involved in lessons – answering lots of questions; asking questions
- being smart in their appearance (tucking T-shirts in when coming back in from play)
- being helpful to a member of staff/volunteer
- picking up some rubbish without having to be prompted
- sitting smartly and being ready to learn

Dojo points are rewarded at 50 point intervals with a little prize and celebrated in our celebration assembly each week. They are added into a class total where there are half termly rewards for meeting a collective total. This half termly reward is decided upon as a class at the beginning of the term.

Other examples of positive reinforcements that are:

REWARDS	
Non-verbal	gestures, thumbs up, smile, nod of the head, high five
Dojo points	given out by all members of staff for good work and behaviour that relate to the PRIDE in Pendock values; both in schoolwork and in their conduct around the school environment
Dojo Time	all children will receive some time at the end of each week (or within a pre-defined time) where they are able to choose activities/play.
Star of the Week - each class - lunchtime - pupil voice (SC, CWC and SpC) -kindness	in celebration assembly, at the end of each week, staff will choose a Star of the Week which will be a child who has demonstrated one or more of the PRIDE in Pendock values consistently or who have achieved something ‘special’ for them that week other awards are given for other areas of school life too by staff as well as pupil groups
PRIDE in Pendock Award	each member of staff will choose a child who they have seen consistently demonstrating the PRIDE in Pendock values consistently throughout the term

The appendix outlines our responses to unhealthy behaviour or poor choices in behaviour. Minor 'breaches' will be supported by the staff in the classroom with reminders of the behaviour/choice that is expected through conversations and visual prompts as necessary. This will be seen as a warning regarding the presenting behaviours. Where there is continuation of behaviours that have already been addressed then the flow chart will identify the sanction that is proportionate to the circumstances.

In order to prevent the unhealthy behaviour of a minority of children adversely affecting the well-being and learning opportunities of the majority of the children, a recovery approach is used. The approach is deployed in order for staff to:

- de-escalate incidents
- support children to regulate their behaviour
- record incidents to enable staff to track patterns and analyse behaviours of individual children
- liaise with parents; the completion of an Early Help Assessment may be used to support parents
- prepare behaviour plans
- liaise with outside agencies
- complete Pastoral Support Plans for children at risk of exclusion
- complete a positive handling plan where necessary
- seek to provide an alternative curriculum, which may on or off site, or a managed move to another school where appropriate

When the child is at risk of harming themselves, others or property, support may include Positive Handling to provide physical and emotional containment. Occasionally, this may be used where there is persistent disruption in a learning environment and a child may refuse to leave. In this instance, the child will be moved to a room, by at least two members of staff, who will then support the de-escalation and lead the reflective/recovery conversation when the child has been able to regulate.

Where there are repeated poor choices in a child's behaviour or repetitive incidents of unhealthy behaviour occur, staff will discuss their concerns with parents and individual behaviour plans will be implemented. These plans will last for as long as is deemed necessary and may include other visual aids/prompts, with the hope that behaviour improves to a level where the child is able to manage their behaviour themselves and healthy behaviours are the norm.

Where the extra support does not have the desired effect or there are serious incidents of behaviour then more formal Pupil Support Programmes will be put into place and external agencies contacted. This is in the hope that we can eliminate any temporary or permanent exclusion. The promptness of this decision will depend on the safety of all pupils and any safeguarding issues that may arise. Examples of serious incidents are (the list is not exhaustive):

- persistent daily lesson disruption
- derogatory language
- violence
- bullying including cyber bullying
- vandalism in any form
- theft
- deliberate physical contact

Our aim is to work together, with the support of our parents, to uphold the happy and secure school environment of Pendock.



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	Our Rights	Our Responsibilities
Learning	We have a right to: <ul style="list-style-type: none"> • learn • be taught well • feel engaged and supported in our learning • feel that we can ask any question that we may have • enjoy our learning • have our learning matched to our needs 	We have a responsibility to: <ul style="list-style-type: none"> • take control of our learning • not distract others • identify and solve problems • be creative and express our ideas • help, support and encourage others • inspire and listen • be courageous and resilient • keep focused • try our best at all times • maintain a positive attitude • follow the instructions of the task
Respect	We have a right to: <ul style="list-style-type: none"> • feel safe and happy • belong to, and enjoy school • be treated fairly • be heard • feel that we are important • feel that our contributions are valued 	We have a responsibility to: <ul style="list-style-type: none"> • have kind talk, hands and feet • be gentle • be polite • be helpful • co-operate and collaborate • resolve problems peacefully • understand and celebrate difference • contribute to our community • dress smartly
Safety	We have a right to: <ul style="list-style-type: none"> • a vibrant and exciting environment where we can flourish • an environment that can be enjoyed by all • a safe and compliant school • a safe and compliant classroom • use equipment and resources which are safe to use • to be taught how to use tools and equipment safely 	We have a responsibility to: <ul style="list-style-type: none"> • look after the school • take care of our resources • reduce, re-use and recycle • live well • protect the planet • stay within the school boundaries • take care of each other • behave in a way that doesn't put anyone in danger • follow instructions and cooperate with members of staff

THE WIDER IMPORTANCE OF EFFECTIVE BEHAVIOUR MANAGEMENT

The school's approach to behaviour, as shown within this policy, acknowledges the school's legal duties under Section 89 of the Education and Inspections Act 2006, the Equality Act 2010, our commitment to safeguarding, as stated in Keeping Children Safe in Education September 2022, and in respect of pupils with special educational needs (SEND). An effective approach to behaviour management plays an integral role in ensuring that these duties are met.

EQUALITY

At Pendock, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. These principles are always applied when considering pupil behaviour.

SAFEGUARDING

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

An effective approach to behaviour at Pendock will enable us to:

- Support the child's development in ways that will foster security, confidence and independence
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.

SEND

At Pendock, we believe that the provision of an outstanding education that develops a wide range of skills is crucial for opening up opportunities and increasing the chance of a successful life for every pupil. As a school, we are therefore committed to avoiding discrimination and promoting equality at all levels and recognise that by doing this, attainment and progression for all pupils will be improved.

Pendock Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and seen as equal members of the school. As such, provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. The Governing Body, Head teacher, SENDCo and all other members of staff have important responsibilities.

As a school we will not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement on the facts of the situation.

As a school we will always consider whether a child's SEND has contributed to the misbehaviour and if so, whether it appropriate and lawful to sanction the child.

As a school, we will consider whether any reasonable adjustment needs to be made to the sanction in response to any disability the children may have. We will always seek to try and understand the underlying causes of behaviour and whether additional support is needed.

MONITORING THE EFFECTIVENESS OF THE POLICY

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Head Teacher and the necessary recommendations for improvement will be made to the Governors.

Last reviewed	September 2023
Updated and agreed	September 2023
To be reviewed	December 2023