



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 are committed to providing all learners with high quality learning experiences that lead to a consistently high level of child achievement and attitude. We believe that every member of our school community should have an equal opportunity to achieve their potential regardless of race, colour, gender, disability, special educational needs or socio-economic background.

We believe that it is the right of all our children to be educated in an environment free from disruption by others.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of our school and support its vision and values.

The purpose of this policy is to guide teachers, children and parents/carers on our restorative and relationship focused approach to positive behaviour management. This will allow the children of Pendock to enjoy a calm, nurturing and caring environment, supporting them to be aspirational, motivated and responsible young people.

Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles, a relational approach and restorative practices.
- To promote high standards of behaviour and an atmosphere where all members of the school community feel valued.
- To foster, nurture and value strong and healthy relationships, recognising these as lifelong skills.
- Ensure an environment where all members of the school feel safe, secure and respected and in which effective learning can take place.
- To provide staff with tools to equip children with strategies to manage their behaviour and build positive relationships with others.
- To help children take control of their behaviour and be responsible for any subsequent consequences.

Our Values

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.

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 best

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

It is the shared responsibility of staff and children to maintain our school expectations. Through a proactive relational approach, we aim to build close class communities where all children feel valued and have a sense of belonging.

We prioritise positive language and behaviour, fostering meaningful relationships. When unwanted behaviours arise, we use restorative approaches to teach children the impact of their actions. By embracing this approach, we empower children to make responsible choices. Children at Pendock are accountable for their behaviour and accept logical consequence with the aim that they learn the skills to independently make better, more responsible and more informed choices in the future.

Expectations and Conduct

At Pendock, staff, children and parents/carers are all expected to share a collective responsibility for the promotion of positive behaviour.

We expect the Pendock community to:

**Be Ready
Be Respectful
Be Safe**

Staff

Pendock staff will:

- meet and greet every child every morning;
- plan lessons that engage, challenge and meet the range of needs of all children;
- use class dojo to give dojo points (positive praise);
- have high expectations of children achievements, attendance, behaviour and challenge when necessary;
- follow up all behaviour, engaging in reflective dialogue with children;
- actively model the type of behaviour considered acceptable;
- are alert to signs of bullying and racist attitudes and deal firmly with such issues;
- deal sensitively with children in distress by listening to them and dealing with any incidents appropriately;
- ensure conversations are held in private with children and not in front of their peers;
- actively establish positive relationships with children, parents/carers and the wider community;
- recognise children's achievements – academic or otherwise;
- provide opportunities for children to demonstrate responsibility;
- maintain a professional approach to discussion related to children;
- actively use the restorative approach to support students;

School Leaders

Pendock leaders will:

- meet and greet children at the beginning of the day;
- be a visible presence around the school and encourage/model appropriate conduct;
- support staff in returning children to learning opportunities by sitting in on restorative reparation meetings and support staff in conversations;
- regularly celebrate children and staff contributions to school life;
- make sure restorative conversations are completed;
- ensure staff training needs are identified and met;
- use behaviour data (recorded on My Concern) to target and assess school wide behaviour policy and practice.

Children

Pendock children will:

- work to the best of their abilities, and allow others to do the same;
- treat others with respect (listen to each other, work with one another, be kind to one another, treat others as though would like to be treated);
- follow the instructions of school staff and /or any adult who is working with them;
- show resilience, leaning on their understanding of having a growth mindset when things become challenging;
- become more independent in their learning and actions, learning from their mistakes and from one another;
- take care of property and the environment in and out of school;
- co-operate with other children and adults;
- embody our PRIDE in Pendock values;

Parents/carers

Pendock parents/carers will:

- make children aware of and model appropriate behaviour in all situations;
- encourage independence and self-discipline;
- promote resilience;
- 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, e.g. reading with their child at home, reinforcing school messages where needed.

Positive Strategies

School staff will create a welcoming environment by greeting the children every morning on the playground and then in their classrooms.

Each morning, all the children will do an emotional check in with their teacher. This will be done within the whole class, in small groups or on a 1:1 basis where needed. This will be done continually through the day to allow children to communicate any emotional needs/changes within the day.

At the end of the day, children will complete a check out, where they will communicate how they are feeling. This is a way of staff and children building trusting relationships and for teachers to have a better oversight of the children's emotional wellbeing.

During the week, all staff will be looking out for children who are displaying the school values and displaying positive attitudes and positive effort levels linked to our PRIDE values. There is a range of ways that children will be recognised for doing so:

Weekly certificates – there are a range of certificates which are awarded at the end of the week for consistent recognition of displaying the school values. There is a certificate given out in/by:

- EYFS
- Y1/Y2
- Y3/Y4
- Y5/6
- Playground
- School Council (selected by the child committee)
- Collective Worship (selected by the child committee)
- Eco/Forest School (selected by the child committee)
- Sports Crew (selected by the child committee)

Dojo points - children are awarded points to reflect their commitment to our school values. These are instant and can be given by any member of staff. These points are visible to parents/carers through Class Dojo and they can see what they've been awarded for. When each 50 milestone is reached, children receive a sticker on their dojo chart – this is to take place in real time, in the classroom. When the children meet the milestones 100, 200, 300, 400, 500 they are not only awarded a sticker in real time but they will bring their dojo card to Worship that week so we can celebrate as a whole school and receive a pin badge – each increment relating to our PRIDE values.

Stickers – children are given stickers for their conduct and effort in all areas of school life.

Phone call home/email/Dojo message – a member of staff will phone, email or message parents/carers to share their child's success.

Non-verbal rewards/praise – these actions will take place all the time – thumbs up, a smile, a nod of the head, a high five, a fist pump etc...

Process and Consequences

'Punishment doesn't better behaviour; restorative conversations do' Paul Dix

Pendock takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been involved in conflict to convey the impact of this to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies (structured conversations, use of language, listening carefully to each other) which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, anti-social behaviour and disputes between children, their families and members of staff.

Every member of staff in our school can deal with behaviour incidents. If an incident occurs, it will normally be dealt with by the member(s) of staff who are present, using the strategies of our school. This allows for

intervention to take place immediately and may involve a restorative conversation. It will not normally be revisited by another member of staff unless further action is required.

Restorative Meetings/Conversations

At Pendock, we believe that nurturing and restorative practice, combined with clear and high expectations and routines, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child(ren) realise how the behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools that they can use to avoid a similar incident happening in the future.

Restorative conversations can only take place when a child is regulated. In order to do this, they may require time. Staff must use their own professional judgement for this.

Restorative conversations should follow a clear, systematic structure. This approach enables the child to feel safe and supported. These conversations will take place in a quiet space away from peers. To help structure this conversation, staff members can choose to use a reflection sheet or choose 3-5 of the questions below to enable the child to move forwards with their choices and behaviour.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. For children in Class 1, the member of staff will start with the first question and work through the others when they feel it is appropriate and supportive. In Class 2, the member of staff will aim to access all the questions, although will stop if they feel it is becoming unsupportive.

What happened?

How were you feeling?

Who has your behaviour impacted?

What should you try and do differently next time?

What needs to happen now?

It's ok to feel that but it's not ok to do that.

Consequences

At Pendock, we encourage positive behaviour which reflects our values. Our behaviour management approach is based upon building strong, trusting relationships between children and adults. The use of positive reinforcement strategies will always be our default approach.

Where possible, we use logical consequences – for example...

You broke something – you fix it.

You didn't do your work – you do it now or at home.

You misused equipment – you don't use it anymore (or for a fixed period of time).

You made a mess – you clean it up.

The developmental age and the specific needs of the child will be considered, with support given by an emotionally regulated adult.

Consequences will never involve taking away a previously earned privilege or any intervention time.

Staff will avoid any consequences which lead to the shaming or humiliation of the child. We understand that such approaches are detrimental to children’s self-esteem and wellbeing.

There may be times when there have been multiple restorative conversations and/or some more severe behaviours are shown. In these instances, we follow the behaviour escalation path. To enable there to be a guide, we have grouped examples of behaviours to allow consistency and clarity in approach across the school – these levels will not be communicated to the children but are there as a guide for staff and any external agency working with the school.

Level 1 – behaviour should be dealt with by the member of staff who encounters it.

Level 2 – behaviour should be reported to the class teacher who will talk to everyone involved.

Level 3 – behaviour should be reported to another class teacher who will talk to everyone involved. At this stage, parents/carers will be informed and the incident recorded on My Concern. Depending on the situation, the Head Teacher may be involved in the decision-making process for appropriate consequences.

Level 4 – behaviour should be reported directly to the Head teacher. At this stage, parents/carers will be informed and invited to a meeting. The incident should be recorded on My Concern and appropriate consequences decided.

Where children are consistently demonstrating Level 1 and 2 behaviour (5 or more instances) this should be recorded on My Concern and followed up by the Head Teacher.

This guide is subject to change dependent on the type of behaviour that is being demonstrated. Safety of a child, the children and all staff members are of the highest priority.

	Examples of behaviour	Possible consequences	Next steps for staff
1	<ul style="list-style-type: none"> • Swinging on a chair • Interrupting/calling out • Not being on task • Not following instructions • Pushing in line • Rough play • Not completing sufficient work in class • Running in the corridors • Unkind words used towards another child/adult • Throwing items in the classroom • Talking at inappropriate times 	Quiet reminder Verbal warnings Non-verbal signals/non-verbal reminders Restorative conversation Logical consequence	Staff to respond to these behaviours with reminders of expectation. Staff to reflect on what needs to change or be put in place to avoid this happening again. Praise expected and/or model expected behaviour so it has a positive effect.
2	<ul style="list-style-type: none"> • Repetition of any Level 1 behaviour • Swearing • Disrupting the class affecting others • Refusal to comply/complete a task • Leaving class without permission • Disrespecting a member of the community – staff/child 	Quiet reminder Non-verbal signals/non-verbal reminders Verbal warning Restorative conversation Logical consequence	Staff to communicate to parents/carers verbally Review provision in place and see if further intervention or resources may be needed. Staff to support the child’s behaviour and/or learning needs. Report incident on My Concern
3	<ul style="list-style-type: none"> • Repetition of any Level 2 behaviour 	Warning	Staff to communicate to parents/carers in writing Report incident on My Concern

	<ul style="list-style-type: none"> • Throwing objects with the intent to harm • Stealing • Highly offensive remarks about children/staff • Fighting • Damaging school property 	Restorative conversation with another class teacher Logical consequence Damage to school property may need parents/carers to contribute towards replacement Fighting may need the child to be removed from the environment (safeguard the other children) – internal exclusion	Review provision in place and see if further intervention or resources may be needed. Staff to support the child’s behaviour and/or learning needs. Behaviour support plans
4	<ul style="list-style-type: none"> • Bullying (in person or online) • Leaving school without permission • Racist behaviour – derogatory or discriminatory language and actions towards anyone • Serious or repeated intimidation • Physically assaulting another child or staff member 	Meeting with parents/carers in school Restorative conversation/ Reflection Sheet with the Head Teacher Potential internal exclusion Potential suspension Potential exclusion	Seek external support for the child and family Report incident on My Concern Review provision in place and see if further intervention or resources may be needed. Staff to support the child’s behaviour and/or learning needs.

All the above consequences are put in place at the discretion of the Head Teacher, with the context and the child’s needs fully considered when consequences are applied.

Neurodiversity and SEND

Effectively managing the behaviour of neurodiverse children requires a comprehensive approach that fosters understanding and collaboration. Adults will need to make adaptations to support the behaviour of different children. For children with Individual Education Plans and EHCPs a discussion should be held with external agencies to gain insights into children’s unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These pre-emptive strategies encompass a range of approaches, some examples of these are:

- Visual supports
- Sensory accommodations
- Individual behaviour plans
- Regular movement breaks
- Access to a quiet space

By embracing restorative principles, such as active listening, empathy and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies are essential to ensure a supportive and inclusive environment where neurodiverse children can thrive.

MONITORING THE EFFECTIVENESS OF THE POLICY

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