



## **Pendock Church of England School Behaviour Policy**

At Pendock, we aim to provide positive happy learning environments where children feel safe and secure and staff can lead learning with confidence. In order to support this we have developed our behaviour policy based on the Christian principles of respect, love and forgiveness; our Pendock PRIDE values of positivity, respect, individuality, determination and excellence and the use of positive reinforcement. Mechanisms and procedures exist to support positive, self-disciplined behaviour and our ethos promotes concern and consideration for others.

**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 whatever 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;
- 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;
- co-operate with other children and adults.

**We believe that all staff members and other stakeholders who work with our children have the responsibility to:**

- treat all children 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 appropriate behaviour in all situations;
- encourage independence and self-discipline;
- show an interest in all that their child does in school;

- foster good relationships with the school;
- support the school in the implementation of this policy;
- be aware of the school rules and expectations;
- 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 values.

At the start of each school year, class rules will be decided upon in conjunction with the staff who are working within the classroom. These should be no more than 5 rules and worded in a positive fashion. They should be displayed within the room alongside PRIDE in Pendock.

**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!**

This document sets out the rewards and sanctions practised in school with a coloured card system. Expected behaviour is rewarded through praise, stickers, PRIDE merits, achievement certificates and outstanding achievers certificates.

We will always try to support all types of behaviour through positive praise and reinforcement but there will be occasions when inappropriate behaviour needs to be reprimanded; here we use white, yellow and red cards. The table below outlines the positive rewards and consequences at each coloured level under the areas of learning, respect and safety.

Where there are repeated poor choices in a child's behaviour, class teachers will discuss with parents and individual behaviour plans may be put in place. These plans will last for as long as is deemed necessary with the hope that behaviour improves to a level where the child is able to manage their behaviour themselves.

Where poor behaviour continues and the extra support does not have the desired effect, 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.

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

# Pride in Pendock



	Our Rights	Our Responsibilities
<b>LEARNING</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>✓ learn</li> <li>✓ be taught well</li> <li>✓ feel engaged and supported in our learning</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>✓ take control of our learning</li> <li>✓ not distract others</li> <li>✓ identify and solve problems</li> <li>✓ be creative and express our ideas</li> <li>✓ help, support and encourage others</li> <li>✓ inspire and listen</li> <li>✓ be courageous and resilient</li> <li>✓ keep focused</li> <li>✓ try our best at all times</li> <li>✓ maintain a positive attitude</li> </ul>
<b>RESPECT</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>✓ feel safe and happy</li> <li>✓ belong to, and enjoy school</li> <li>✓ be treated fairly</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>✓ think kind thoughts and speak kindly</li> <li>✓ be gentle</li> <li>✓ be polite</li> <li>✓ be helpful</li> <li>✓ co-operate and collaborate</li> <li>✓ resolve problems peacefully</li> <li>✓ understand and celebrate difference</li> <li>✓ contribute to our community</li> <li>✓ dress smartly</li> </ul>
<b>SAFETY</b>	<p>We have a right to:</p> <ul style="list-style-type: none"> <li>✓ a vibrant and exciting environment where we can flourish</li> <li>✓ an environment that can be enjoyed by all</li> <li>✓ a safe school (secure boundary)</li> </ul>	<p>We have a responsibility to:</p> <ul style="list-style-type: none"> <li>✓ look after the school</li> <li>✓ take care of our resources</li> <li>✓ reduce, re-use and recycle</li> <li>✓ live well</li> <li>✓ protect the planet</li> <li>✓ stay within the school boundaries</li> <li>✓ take care of each other</li> <li>✓ behave in a way that doesn't put anyone in danger</li> </ul>



# Pride in Pendock

By following the Pendock Behaviour Policy, the children are recognised in several ways. They most often take the form of PRIDE Merits. These are given out as often as is needed and are collected within year groups – Reception (once settled), Year 1, Year 2, Year 3, Year 4, Year 5 and Year 6.

PRIDE merits can be given in recognition of a child conducting themselves using the PRIDE in Pendock values. For example:

- 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

At the end of each week in celebration assembly, the PRIDE merits are counted and a total for each year group given. As year groups are not even in numbers, we will average the number of merits gained. This average will be displayed in the hall for everyone to celebrate and added to over the term.

Each week the numbers will be re-set. A running total will be kept so that at the end of each term the year group with the highest overall number of points will be rewarded with a 'treat'. This may be in the form of an additional break time, an activity afternoon or a picnic. This treat will be decided upon by the members of the School Council following discussions with their classes.

## Rewards

### **Non-verbal gestures**

thumbs up, smile, nod of the head, high five

### **PRIDE merits**

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.

### **Golden Time**

all children will receive some time at the end of each week where they are able to choose activities/play. The amount of time will be dependent on their individual behaviour that week.

### **Star of the Week or Positive Behaviour Award**

in celebration assembly, at the end of each week, staff will choose children who have demonstrated PRIDE in Pendock values consistently or who have achieved something 'special' for them that week

### **PRIDE in Pendock Award**

each member of staff will choose one child in the school to receive an award that recognises outstanding achievement consistently across the term



# Pride in Pendock

At Pendock, we try hard to avoid inappropriate behaviour. If we do make poor choices, we use this guide to help us decide what happens next.

Staff will always give children a warning with an 'I' statement before white cards – e.g. I would really like you to get on with your work without distracting others.

## LEARNING

### Example of Behaviour Shown

Following a warning, continuing to:

- incomplete work
- have poor presentation
- distract others
- demonstrate poor behaviour for learning
- refuse to work as part of a group

## RESPECT

### Example of Behaviour Shown

Following a warning, continuing to:

- be unkind
- not do as you have been asked
- shout out or interrupt (both verbally and non-verbally)
- answer back
- ignore the request being asked

## SAFETY

### Example of Behaviour Shown

Following a warning, continuing to:

- move around the school inappropriately e.g. running
- swing on a chair
- mistreat equipment and resources
- leaving the classroom without consent

### Consequences

Break time missed. Child's name will be recorded. There will be a time for reflection for the child on their actions and a discussion in how this situation could have been avoided. Parents may be informed if it is felt necessary and beneficial for the child.

If after two white cards for the same reason, a child receives another white card in that same week (totalling 3 white cards in a week) then a yellow card will be issued.

YELLOW

### Example of Behaviour Shown

e.g.

- continually disrupting others
- continually not completing work
- spoiling others work with intent
- continually displaying a poor behaviour for learning

### Example of Behaviour Shown

e.g.

- continually being unkind
- being disrespectful to others
- using in-appropriate language
- stealing
- being rude

### Example of Behaviour Shown

e.g.

- fighting (minor/physical)
- non- accidental damage of property
- continually moving around school inappropriately
- walking off away from staff (unless part of a behaviour management plan)

### Consequences

Lunchtime missed. Child's name will be recorded. There will be a time for reflection for the child on their actions and a discussion in how this situation could have been avoided. Parents will be informed.

If after two yellow cards for the same reason a child receives a further yellow card that week (totalling 3 yellow cards in a week) then a red card will be issued.

RED

### Example of Behaviour Shown

e.g.

- continued refusal to participate in lessons

### Example of Behaviour Shown

e.g.

- physical / verbal assault on others
- vandalism of property
- demonstrating repeated discriminatory behaviour

### Example of Behaviour Shown

e.g.

- leaving school premises
- endangering others
- repeated mis-use of school property

### Consequences

1-hour detention after school and meeting with parents. Child's name will be recorded. There will be a time for reflection for the child on their actions and a discussion in how this situation could have been avoided.

The child will not be able to represent the school in any event for the remainder of the half term.

If there are repeated red card behaviours being shown within a half term period, the school will look to form an individual behaviour plan and request advice from external agencies to support the child and the school.

## **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 2019, 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.

## **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.