

**Potten End C of E Primary School**  
**Behaviour Policy**

**The Governing Body’s Statement on Behaviour**

It is a requirement that the school’s Governing Body must set out its views on behaviour and that the Head Teacher must have regard to those views when implementing this policy. The Governing Body states as follows:

*“The Governing Body expects outstanding behaviour from all adults and pupils at Potten End. It expects all adults to model positive behaviours and for all pupils to seek to aspire to them on the basis that this delivers the most effective environment for quality teaching and learning.*

*Adults, including parents and other visitors to school, as well as pupils, are expected to be kind, considerate, inclusive and well mannered in all their interactions.*

*Praise and recognition for success and effort are a priority. However, pupils are also supported in the choices they make, with a structured and consistently applied framework of sanctions for unacceptable behaviour.*

*Teaching staff are enabled to deliver a stimulating curriculum in which pupils can positively engage with their learning. Pupils are encouraged to focus and try hard in all they do, as well as to take pride in their own and others’ achievements and in their school environment. They are expected to develop an understanding of personal responsibility, citizenship, and of right and wrong; honesty, integrity and a growing understanding of their personal contribution as part of wider society is supported and encouraged consistently throughout school.*

*Bullying of any type has no place at Potten End; staff, governors, parents and pupils must have confidence that bullying will always be taken seriously and that incidents will be dealt with promptly and firmly to reduce the risk of any repetition.”*



## **Purpose and Principles**

The school is committed to providing a consistently safe, positive, stimulating, rewarding and happy environment in which *every* child has the opportunity to meet the Vision that Potten End has for its pupils. This is promoted by practice founded on the following principles:

- Provide a caring environment that creates an atmosphere in which everyone can feel happy, confident and secure, enabling all members of the school community to achieve their full potential.
- Provide for the physical, mental, social, moral and spiritual development of each child, within a Christian ethos, whilst appreciating multi-cultural diversity.
- Set the highest academic standards and instil high expectations of achievement within every child.
- Motivate and challenge each child through a broad stimulating curriculum in order to acquire skills and knowledge and develop their creative, investigative and critical faculties.
- Work in close partnership with parents encouraging each child to be a valued and responsible member of both the school and the whole community.
- Promote a happy and successful school through the involvement of children together with staff, governors, parents and the local community.

## **Aims – What does ‘good’ look like?**

The Behaviour Policy has several aims. For Potten End, we believe that the policy is working well and that its aims are being met when:

- High standards of attainment and progress are achieved as a result of pupils’ positive attitudes and behaviours towards learning;
- Pupils demonstrate that they understand and accept that choices have consequences;
- Teaching staff are enabled to teach to their capability and provide an outstanding learning environment as the result of positive pupil behaviour;
- Pupils are able to reach their potential as the result of a safe environment where emotional literacy (i.e. the ability to understand emotions, to listen and empathise with others’ emotions, and to express emotion productively) is promoted;
- Staff and pupils demonstrate that they take responsibility for their behaviour and think about how it might affect others around them;
- All members of our school community understand and model Potten End’s school vision.
- Every child has the opportunity to have positive behaviour recognised and rewarded.

## **ROLES, RIGHTS AND RESPONSIBILITIES**

Every adult and every child at Potten End has rights and responsibilities.

### **Everyone’s Rights**

All members of our school community as well as visitors to Potten End have the **right** to:

- Feel secure and safe
- Feel happy and be treated with kindness and understanding
- Be treated fairly and consistently without discrimination and with equality of opportunity
- Be listened to (at an appropriate time)
- Be treated with respect and politeness

Each and every member of our school community also has their own specific **responsibilities** that ensure that the rights of everyone are maintained. These are as follows:

### **Pupils' Responsibilities**

It is the responsibility of pupils to make good behaviour choices at all times with adults and with fellow pupils in school. Children are expected, with support, to do this by following their class and playground rules.

### **Teachers' and Support Staff's Responsibilities**

It is the responsibility of every teacher and member of support staff to model positive behaviour and to otherwise establish high expectations of all pupils, in terms of the choices they make, their behaviour and relationships. Every teacher and member of support staff must consistently apply the systems of behaviour management that Potten End has. These are to:

- Establish individual classroom practices, such that they that can be adopted rapidly by any visitor or supply teacher;
- Provide a positive role model by actively demonstrating the class rules;
- Treat all children fairly, with respect and understanding, listening to them (when it is appropriate to do so) and promoting language of choice;
- Set high standards consistently from the outset, to help pupils establish regular punctual attendance and homework completion as well as good behaviour early in their school lives, involving parents/carers in the process (as necessary);
- Consistently apply the school's reward and recognition practices , actively seeking opportunities to 'catch children being good' to maximise pupils' self-esteem and raise confidence;
- Consistently apply the school's agreed consequences and sanctions practices, which are delivered so that the child/ren is/are clear about where their individual behaviour fails to meet expectation;
- Seek support (where necessary) from the Inclusion Co-ordinator (INCo) and/or Senior Management Staff, in order to follow, or having followed, practices consistently;
- Liaise with the INCo and, if necessary with external agencies, to support and guide particularly difficult behaviour and emotional needs and/or pupil wellbeing;

- Be available to parents/carers at the start and/or end of the school day and/or by arrangement (adopting an 'open-door' attitude), to the greatest extent practically possible;
- Liaise and report information to parents/carers about their child's behaviour, emotional needs and/or wellbeing at school:
  - Generally reporting at intervals over the course of the school year; and
  - Specifically reporting, at the earliest reasonable opportunity, where repeated or particularly difficult issues arise, to manage prompt resolution.

### **Head Teacher's Responsibilities**

It is the responsibility of the Head Teacher to lead behaviour management, generally by modelling the behaviour that he wishes to see in her staff, and also to:

- Ensure that this policy is available to and understood by staff, visitors (where appropriate), parents/carers and pupils, including on the website and on visible displays throughout school;
- Ensure the consistent implementation of this policy throughout the school;
- Ensure that staff receive appropriate training and support to manage behaviour;
- Ensure the application of statutory guidelines that relate to pupil discipline;
- Promote the health, safety and wellbeing of all staff and children at this school;
- Report the impact of this policy to the Governing Body
- Retain records relating to all 'serious behaviour issues' including all incidents of bullying (covering dates of incident(s), who was involved, how the matter was investigated and by whom, what facts were established and the outcome including brief minutes of any discussion with parents/carers and any other agencies);
- Manage the process to issue fixed-term and/or permanent exclusions to individual children (only once all other procedures have been followed and in accordance with the law and statutory guidance).

### **Inclusion Coordinator's (INCo) Responsibilities**

It is the responsibility of the INCo to guide and support the Head Teacher, teachers and support staff where a pupil's behaviour may impact on their learning or on that of their peers. These arrangements are established in full in the Inclusion Policy.

### **Other staff's Responsibilities**

It is the responsibility of all other staff to model good behaviour, to be aware of this policy and to support the Head Teacher, teachers and support staff in achieving their objectives.

### **Parents'/Carers' Responsibilities**

As for all adults in school, we expect parents/carers to model good behaviour, treating other adults and children at school with respect and consideration at all times. In addition, we expect our parents/carers to:

- Support the pledges in the Home School Agreement, including by discussing these at home before signing them, so that children understand what they and their parents/carers are agreeing to, and to help children develop a clear sense of home/school partnership;
- Support the Behaviour Policy, by taking account of the approaches used in school so that children receive a consistent response. In particular, good behaviour and high self-esteem in pupils will be best achieved when parents/carers and school work together to:
  - Celebrate rewards – helping children feel comfortable to be proud of their achievements;
  - Support sanctions – reinforcing that poor choices *will* result in negative consequences;
  - Promote the value of difference – by demonstrating their own ability to recognise and celebrate the different skills and attributes of all people around them;
  - Adopt the approaches used in school (like ‘language of choice’ and ‘catching children being good’) at home (where appropriate);
  - Constructively manage (with school and other agencies) any ongoing issues concerning behaviour and/or well-being.
- Offer information to staff about anything that may impact on a child’s education or behaviour at any time (e.g. a parent working away from home, parents separating, a change of carer, loss of a pet, a death or illness in the family) so that staff are aware and so that joint workable support strategies can be developed;
- Actively support homework completion and punctual attendance at school to reinforce the positive messages about these behaviours and the value of them for improved educational outcomes.

### **Governors’ Responsibilities**

It is the responsibility of the Governing Body to:

- Publish and keep under review a Statement on Behaviour for Potten End;
- Assist the school in achieving its policy objectives, most specifically where individual governors:
  - Model the school’s vision;
  - Celebrate pupils’ and the school’s successes;
  - Support sanctions as requested.
- Ensure that the school has appropriate arrangements for dealing with Exclusions in accordance with the law and relevant guidance, including establishing a Pupil Discipline Committee (PDC) with a minimum of three members who have received the required training to fulfil their statutory role in relation to exclusions;

- Ensure appropriate procedures for dealing with bullying and complaints about bullying
- Evaluate the impact of this Behaviour Policy by:
  - Establishing a Link Governor(s) who will monitor the policy and be responsible for an annual review of effectiveness following school visits and having established the views of school council and/or other pupils, staff and parents/carers.
  - Receiving information (as part of the Head Teacher's routine report to the Governing Body) on behaviour in school, including:
    - Any serious behaviour issues
    - Any exclusions;
    - Attendance.

## **WHOLE SCHOOL BEHAVIOUR APPROACH**

### **Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning, plays a significant part in ensuring appropriate behaviour. By supporting teaching staff to plan for the needs of individual children through children's active involvement in their own learning, with structured marking and feedback, on work that they enjoy in an environment that they find stimulating, we aim to avoid the alienation and disaffection which can lie at the root of poor behaviour.

Adults model positive and respectful behaviour towards children and each other. All children are treated sensitively; staff use 'language of choice' and responses aim never to damage self-esteem, focusing on the behaviour rather than the individual child. We acknowledge the need to teach behaviour, as we teach other areas of the curriculum, including through the modelling of, and praise for, good practice. We not only model ways of resolving conflict, but also important concepts such as trust, honesty, respect, compromise and valuing individual diversity. We actively listen to each other and respond sensitively and constructively.

### **School Vision**

Our school vision and aims underpins our expectations for behaviour and the ethos within our school. They were developed in partnership with our stakeholders and encourage us to love learning and respect and look after others.

These beliefs are then turned into the class rules that are within each classroom and the playground rules. These rules were all created by and with the children. It allows each class to personalise a set of rules that they all subscribe to.

## **Bullying**

Cases of bullying are treated very seriously and all parties concerned, including parents or carers, are involved in discussions to ascertain the facts and to ensure a positive outcome for both the victim and the perpetrator. In severe or repeated cases of unacceptable behaviour or bullying a fixed term or permanent exclusion may be considered.

The Governing Body will establish a Pupil Discipline Committee of three or five members and ensure that they receive training to fulfil their roles. The Head Teacher will not be a member of the committee.

**This Behaviour Policy complies with section 89 of the EIA 2006**

## **Annex A**

### **USEFUL STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR**

#### **Introduction**

School staff take-part in regular training on behaviour management. Information is given here about some of the key strategies that they are trained to use to support and encourage positive behaviour.

This annex supports our Behaviour Policy and promotes consistency of application. It is also shared with parents/carers because many of you told us that you would find it helpful to have practical information about how behaviour issues are approached at school. We also know that strategies used at school will always be most effective when pupils understand that they are supported (and particularly where they are also adopted) by parents/carers at home.

#### **Modelling Desired Behaviour**

Children learn from the behaviours they see and experience around them, making it very important for adults to always demonstrate themselves the behaviours that they expect from children. In school, this is particularly important in terms of behaviours like respect, concern, compromise, fairness, apologising and accepting apologies, acknowledging mistakes, resolving difficulties fairly and amicably, and so on.

Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. Staff avoid communicating these feelings to the child/ren and at school will work hard to keep responses low key and matter of fact. This encourages a calm and logical, rather than heated and emotional, response.

#### **Public Praise/Private Criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Similarly, public criticism of unacceptable behaviour, or correction in public, can often be very damaging. Usually, criticism or correction should be as private as possible; lowering a child's self esteem (making them feel inadequate or at all foolish) is likely to increase misbehaviour, if not now, then later.

In the classroom, adults will always seek to come close to a pupil to speak to them quietly, avoiding telling them off loudly in front of other children or across the classroom. In this way the behaviour is still dealt with firmly, but the child is given privacy and time to reflect on choices they made and to think for themselves about what they might do differently moving forward.

### **Being consistent and clear**

Children need for their world to be as reliable as possible. When adults act consistently and reliably, they make children feel safer and therefore less anxious. This in turn will make it less likely that events will trigger unacceptable behaviour.

Guidance to teachers on behaviour management for their pupils will often include a reminder to them that they are the grown-up! As adults, it is *always* their responsibility to take the lead, being assertive (but never aggressive) about the behaviour they expect to see.

### **Catching children being good**

Unacceptable behaviour is easy to spot! It is disruptive and often noisy and stands out in a crowd, making it obvious and giving adults a prompt to respond. Good behaviour is what we expect and is practiced by the majority of children most of the time, making it much less obvious and also less likely to receive attention. However, as reward and recognition strategies demonstrate, positive praise is an incredibly powerful motivator for children to behave well.

To provide a prompt for adults, to help them respond to children's good behaviour, what follows is a (non-exhaustive) list of things 'to catch them being good' at:

- Being polite
- Saying 'please' and 'thank you'
- Holding a door open for someone else or letting them pass first
- Taking turns and waiting for others
- Moving quickly, quietly and without fuss (e.g. into the class or to the dining table)
- Making eye contact quickly and quietly when asked to listen
- Paying attention
- Sitting still when required (e.g. in assembly or at a performance)
- Responding when asked (e.g. to start class work, homework, or to eat tea)
- Treating books, equipment, belongings carefully
- Following instructions at the first time of asking
- Keeping books, work, possessions, their room, etc tidy
- Keeping themselves and their physical appearance clean, smart and/or tidy
- Tidying and clearing up
- Moving from one task to another without reminders
- Working very hard at something
- Taking a lot of care or giving something a lot of thought (e.g. work or a present)
- Contributing in discussions (willing to answer questions or talk about a subject)
- Asking for help when they need it
- Keeping calm in a difficult situation
- Being a good friend

- Working well with classmates or siblings
- Listening and acknowledging someone else's point of view
- Finding things to occupy themselves (especially once one task is done)
- Speaking up on behalf of another person (perhaps if they are being bullied)
- Sharing concerns with an adult
- Being prepared to try something new or difficult
- Performing in front of others or speaking up in front of a large group
- Asking to borrow something without just taking
- Sharing (equipment, books, toys as well as games)
- Encouraging others to join in or befriending in other ways
- Doing classroom jobs or household chores willingly and well
- Offering to help without being asked

At school, adults use a range of rewards to promote positive behaviour choices (see Annex D). In addition to these, they might also use less formal reward and recognition, including: a smile; a sticker; comments to parents/carers; a new role or responsibility; and/or verbal praise, e.g. "thank you"!

Praise alone doesn't point out explicitly the things children have done well. By adding a description, it is easier for them (and others) to see how further positive feedback can be obtained in other situations. For example, a teacher that says "This group has sorted out for themselves who is doing which tasks and are sharing resources and recording all the results well. That's really effective working, well done!" is delivering a more effective message than one who simply says "Well done!"

### **De-escalation tactics and phrases**

Sometimes when children display unacceptable behaviour, they will initially be so upset or emotionally distressed, that action needs to be taken to calm the situation before you can begin to address the behaviour itself. Here are some tactics and phrases that experts in behaviour management suggest will help (and that teachers at Potten End use), when that happens:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary

for the adult to issue a sanction so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable)

- Talk and I will listen - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

### **Using Language of Choice and Assertive Discipline**

In disciplining children, adults are not only seeking to stop an immediate undesirable behaviour, but also to teach them about the impact of their behaviour on themselves and others, and about the power of their own choice. This helps them learn how to avoid the undesirable behaviour (and so also the undesirable sanctions) for the longer term.

Using 'language of choice' is in contrast to using 'language of demand'. If you demand something of someone, for example "If you don't stop talking now you'll get a 'time out'!" you are actually prompting one of two natural responses, which is either to:

- Resist the demand (and create conflict)
- Accede to the demand (and lose face)

Instead, language of choice places responsibility for behaviour with the child, for example, "If you choose to interrupt again while I am explaining this you will have to receive a 'time out'. Think about making the right choice. Thank you!" Crucially, this approach bypasses the natural instinct to resist, that can more easily occur when we are simply told what to do, while still leaving the option of a sanction open if the child does not make the right choice.