

Pamphill CE First School



Positive Behaviour and Anti-Bullying Policy

2023-2024

Approved by: M Wheeler
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Pamphill CE First School Positive Behaviour and Anti-Bullying Policy

At Pamphill First School we are ambitious for all of our pupils, good behaviour and effective behaviour management (including support) are essential if effective teaching and learning is to take place. We know that a **respectful** and **calm** environment is needed for this. To achieve well, pupils need to know, believe in and understand the fairness of the systems and therefore **reliability**, **consistency** and **trust** are important aspects too. It is essential that we expect, demonstrate and encourage high standards of behaviour if pupils are going to...

Shine like stars in the sky as [they] hold onto the word of life.

Philippians 2:15

Fundamental to our approach is that: **In pursuit of excellence, we will support and challenge with kindness and clarity.** This applies to how we work with all stakeholders in the school. We are strongly committed to equal opportunities and believe that every member of the school community has the right to be able to realise his / her full potential in a secure, respectful, safe and happy environment. Each child has the right to expect support and action if their happiness or safety is threatened. Because we see education as a partnership between home and school, we have written this policy so that all of us – teachers, parents, carers, pupils, and the governors can work together to improve behaviour, attitude and standards of work.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our approach is both positive and restorative. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. Our goal is to give pupils the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy. We fully believe that the quality of relationships are paramount to the learning process and that children learn best when they have a secure and healthy emotional attachment to the person imparting information, knowledge or providing them with support.

Our Mission Statement

Our school provides an atmosphere and environment for learning, based on Christian values, where children come first. Our staff have high expectations for the children's learning and behaviour. Our curriculum is stimulating, enabling our children to think and learn creatively now and in the future. Our buildings and resources cater for the diverse needs of the school community. Our children are inspired, independent learners with positive self esteem. They are confident and caring in their relationships with others, working in partnership with each other, their parents, carers and the wider community.

Principles

The methods used to achieve good discipline reflect the overall aims of the school and follow best practice. In particular, they are an essential element of Pamphill First School being a Church of England Primary School and a Heartsmart School. Discipline, rewards and sanctions focus on the behaviour and not the person and the term **firm kindness** best reflects our approach to upholding our high standards.

The school's policies and procedures are designed to:

- bring about high standards of pupil behaviour;
- promote self-esteem, self-discipline, a proper regard for authority and positive relationships;
- enable all pupils, regardless of gender, race or special educational needs, to work to the best of their ability;
- prevent all forms of bullying among pupils.

All staff at Pamphill are responsible for:

- **Creating a compassionate culture** through recognising and seeking to understand and emphasise with the individual context of every child.
- **Nurturing strong relationships** through demonstrating care, concern and interest in all children in our school.
- **Being visible, clear and consistent** through vigilant and proactive behaviour management, through explicit language and through fair and consistent processes.
- **Focusing on the positive** so that children are praised for their efforts and celebrated as role models to aspire to.
- **Building a sense of shared responsibility** among staff to work together as a team to support children in understanding and managing behaviour effectively.

We believe that:

- **All behaviour is communication** so every effort should be made to understand it; children are always given the opportunity to take responsibility for explaining their behaviour and supported to learn new ways to express themselves.
- **Emphasis should be placed on de-escalation techniques and consistent use of positive language** in order to ensure children are supported to manage, reflect upon and improve their own behaviour.
- **All consequences must be viewed as a conversation** where responses aim to support the child to improve their behaviour. Reminders should be used to ensure children are clear of expectations and standards of behaviours in order to embed these behaviours into their long term memory.
- **All responses to unwanted behaviour should be immediate, consistent and restorative** allowing other children to see that all negative behaviours are dealt with promptly and fairly across the school.









School Vision

Our school vision was created by the school community and is shared regularly with the children. It is displayed prominently in classrooms and shared in areas around school and outlines everyone's rights and responsibilities. We treat all children fairly and apply the behaviour plan in a consistent way and expect every member of the school community to behave in a considerate way towards others.

"Shine like stars as you hold onto the word of life." Philippians 2:15	
Love	Courage
Love is kind Love forgives Love is faithful	Courage to be honest Courage to persevere Courage to be unique
Community The Natural World Biblical Inspiration Creative Arts	

In September 2021 we added the following set of **Pamphill** learning behaviours that would encourage children to apply the school's core values in both their learning and general behaviour at school:

Ways we can show **love** and **courage** at **Pamphill**:

-  **P**erseverance (having the **courage** to try your best)
-  **A**mbitious (showing the **courage** to aim high)
-  **M**otivated (showing **love** and enthusiasm for learning learn new things)
-  **P**articipation (showing a **love** for learning by actively taking part)
-  **H**onest (having the **courage** to be truthful to ourselves and others)
-  **I**ndividual (showing the **courage** to be unique and special)
-  **L**istening (being a good listener to show **love** respect for others)
-  **L**ove (showing **love**, kindness and care for each other and our environment)

We know that we work with young people who are still learning how to behave appropriately in a variety of settings, which is why teaching the pupils how to meet our expectations is so key. These behaviours are both encouraged and celebrated through the use of ClassDojo, a home-school communication platform that shares the children's successes. In addition to this, we are proud to be a HeartSmart school. HeartSmart is a creative approach that we use to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health and relationships and academic achievement, at Pamphill, we want everyone to know that they are loved, cared for and valued. We recognise the value of educating the heart alongside educating the mind. As a HeartSmart school, we use the five key principles to help our pupils to respect each other's rights.

The class teacher is responsible for discussing the school's vision and desired learning behaviours with their class, establishing the core routines necessary for the smooth running of classroom learning. In addition, these themes are regularly part of whole school collective worship (assemblies) to establish a consistent message or expectations. This ensures that every child in the school knows the standard of behaviour that we expect in our school.

Preventative Behaviour Management Strategies

Our staff are adept in using a range of techniques that help to ensure the smooth running of our classrooms, helping children to feel safe calm by using consistent routines that enable the children to be and feel successful:

- ☐ The meet and greet at the gate in the morning and the 'end and send' to conclude the day
- ☐ The nurturing relationships we form with our pupils
- ☐ The way we scaffold learning to help engage pupils with the right level of challenge
- ☐ Our calm displays and tidy classrooms that reduce cognitive load
- ☐ Zoned play areas for different activities
- ☐ 'I do, we do, you do' learning cycles to model outcomes or expectations and reduce stress
- ☐ Using talk partners or 'think, pair, share' techniques
- ☐ Short, sharp teaching inputs in which the pupils can remain actively involved
- ☐ Lining up calmly to denote a change or transition to a new space/activity
- ☐ Countdown to quiet or clapped call and response

Rewards and Sanctions

At Pamphill First School, all interactions between both staff and pupils are underpinned by our aforementioned core values. We firmly believe that all adults in our community have the responsibility to model appropriate behaviours effectively and encourage active reflection of positive behaviours. Positive consequences are used to encourage the learning of appropriate behaviours.

- Positive verbal praise
- Sharing successes with other adults
- Awarding of Dojos (which cannot be taken away)
- Golden time
- Class golden time
- Dojo (every 25 points) and Gold celebration certificates (2 pupils per week in each class)
- Star Reader / Sports Champion Awards

Over the course of a week, all children also have the opportunity to earn 'Golden Time' or work towards class prizes. Golden time of up to 20 minutes that could include a variety of 'treat' activities as a reward for good behaviour. This is at the discretion of the class teacher and they have the authority to limit a pupil's 'golden time' if they have not been as deserving as their peers.

Behaviour - Positive

Reward with verbal praise, ClassDojos, golden time, Gold Awards, Reading Stars and Sports Champions

Behaviour - Low level - calling out, answering back, running in school, rough play etc

Consequence - Verbal warning

Staff will say, *"This is a warning. You are not showing respectful behaviour."* (or name the behaviour you want to see. For example, *"I would like to see safe/respectful Pamphill walking/listening please."*). Staff may also phrase this in the form of a choice: *"You can choose to [expected behaviour] now or you can choose to come back and resolve this with me at breaktime."*

Behaviour - Continued Low Level- Behaviour has not immediately stopped

Consequence e.g. 2 minutes of breaktime lost.

Staff will say something like, *'You have had a warning. You have not changed your behaviour and ... will be the consequence.'*

Behaviour - Serious Incident - Hurting another child, swearing, persistent/defiant behaviour

Consequence- meeting with the Headteacher who will decide whether or not involving parents is appropriate. The headteacher and class teacher will together decide on an appropriate consequence such as a partial or full loss of 'Golden Time'. It may be deemed appropriate that a specific plan would be created in conjunction with parents, that is resolution focussed and designed to teach the desired behaviour.

It is important to note that targeted/personalised approaches are already in place for pupils who require increased behavioural support. This will always be discussed with parents/carers and clearly recorded on individualised support plans. It is important to discuss any concerns with the child's class teacher, the inclusion lead or the headteacher.

Consequences

At Pamphill we firmly believe that consequences must involve overcorrection techniques and should seek to put the behaviour right. This is where pupils repeat the correct behaviour i.e child runs down corridor shouting - practise walking down a corridor silently. Sometimes this may require pupils to complete work after a lesson has finished. We believe that children are not learning how to correct their behaviours if the consequence is irrelevant. Rarely, more extreme/repeated behaviours require a child being removed from the learning environment. Depending on the incident this could be for a short conversation outside the classroom to set expectations and reintroduce; or a lengthier isolation within the school (outside the classroom) may be appropriate. All classes have a comprehensive behaviour log to record any behaviours and help identify patterns in behaviours, these logs are monitored by the Headteacher. A record of parental contact is also kept, this contact could be in conversation at drop off/ pick up, via Dojo messenger, by phone call or a face-to-face/virtual meeting.

Restorative Questioning

All staff members are expected to use restorative questions when responding to behaviour incidents across the school. These questions enable children to take an active role in the reflection process and ensure they take responsibility for their own actions.

- *I can see that you are feeling _____ ...*
- *What happened?*
- *What were you feeling / thinking at the time?*
- *What do you think / feel about it now?*
- *Who has been affected by what has happened?*
- *In what way?*
- *What impact has this incident had on you and on others? What has been the hardest thing for you?*

- *What do you think needs to happen to make things right? What could you do differently?*

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer.

They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

Playtime Behaviour

All staff are clear on our expectations for playground behaviour and these are made clear to the children. After playtimes have finished, all children are responsible for packing away the play equipment they have used and line up in their classes. They are then led back into the school building by their class teacher or teaching assistant. Children are frequently reminded about how to use each playground zone and the equipment provided. Should a child's behaviour be a cause for concern at playtime, all adults will follow these agreed steps:

- Adult warns child/children verbally if their behaviour is inappropriate following appropriate restorative questioning cues.
- If the child/children receives a second warning, they are asked to shadow the adult for 2-5 minutes depending on the severity of the behaviour. This is at the staff member's discretion.
- If the inappropriate behaviour continues, the child/children are taken inside for a timeout for 5 minutes. The adult may decide that they can only return to a certain playground/zone as a consequence.
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the child's class teacher and Headteacher as appropriate.

The lunchtime staff have primary responsibility for the welfare of the children at lunchtime, supported by a number of teachers and or teaching assistants during lunchtime play. However, there is always a senior member of staff or teacher available in the school.

Communication with parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. We explain the school expectations in the home school agreement which is circulated at the start of each year and in the annual sharing of policy. In order for the home school partnership to be effective, we expect parents and carers to read them. We encourage parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

Parents have special insight into their child and the information they provide is invaluable. Informal and positive communication between class teachers and parents is vital in supporting a child's development. Parents are always kept informed as to strategies being used with their children, in order that they are best able to support us. Where negative incidents occur and consequences are required: yellow and orange level incidents will be shared with parents/carers at the discretion of the class teacher/headteacher; whereas a red level will be communicated with parents. All parents receive a copy of the behaviour policy at the start of each school year. Parents are encouraged to

raise any queries.

Exclusion

As a school, we are passionate and committed to meeting the needs of all children, including those with SEND, and this includes children who may have social, emotional and mental health needs. As a school, we will work closely with outside agencies to secure best practice. If, despite the school's best efforts, there are serious behavioural incidents that continually and substantially jeopardise the health, safety, well-being or education of other pupils in the school, the only remaining course of action may be a fixed term or ultimately a permanent exclusion. In these cases, all due procedures will be strictly followed in line with the Trust Policy.

The Role of the Local School Committee (LSC)

The LSC has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The LSC support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's ethos on behaviour and discipline, but LSC may give advice to the headteacher about particular disciplinary issues. The headteacher will take this into account when making decisions about matters of behaviour.

Monitoring and Review

The headteacher monitors the effectiveness of this ethos on a regular basis and reports to the LSC on the effectiveness of the ethos and, if necessary, makes recommendations for further improvements. The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the LSC to monitor the rate of suspensions and exclusions, and to ensure that the school ethos is administered fairly and consistently. The LSC will pay particular attention to matters of equality and that no child is treated unfairly because of race or ethnic background.

This was written by the headteacher and reviewed by teaching staff and will be kept in a policies folder. It is accessible to all staff, ACM and parents. It will be reviewed annually.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment

This document has been reviewed in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Further Information

For further detail please refer to trust-wide policies in relation to:

- Complaints
- Child on Child Abuse
- Pupil Behaviour and discipline
- Exclusion



- Anti-bullying and Harassment

These are available on the school's website or by request to the school office.

Reviewed: November 2023

Instated at school: November 2023

Review Date: September 2024