BEHAVIOUR POLICY

2024-2025

INSPIRING LEARNING
THROUGH FAITH AND VALUES

Pembridge is a school where our creative teaching and learning is of the highest quality and where we encourage everyone to be inspired through faith in God and to live by Christian values so that our whole community flourishes and we reflect all that is 'worthy of praise'.

Signed: (Headteacher)

Signed: (Chair of Governors)

This policy document outlines an area of school policy which has a relevance to safeguarding. At Pembridge CE Primary School we take this responsibility very seriously and in drawing up this policy we have considered national guidance and OFSTED expectations with regard to the safeguarding of children in our care.

Keeping our children safe.
Nothing is more important at Pembridge, than ensuring our children are safe and that they feel safe.

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1. INTRODUCTION: GENERAL ETHOS OF THE SCHOOL

**"Brothers and sisters, continue to think about the things which are good and worthy of praise. Think about the things which are true and honourable and right and pure and beautiful and respected.
Do what I told you and what you saw me do.
And the God who gives peace will be with you."** ***Philippians 4:8-9***

With these words from St Paul creating our foundation for our ethos, our overriding aim is to provide an education for all pupils in our care so that each individual has the opportunity to reach their potential, academically, socially and spiritually. We aim to create an environment where children enjoy learning, and are challenged, motivated and see education as a shared and lifelong process. Our children and staff are valued – and in this ethos, all will flourish.

We work to develop children's independence and encourage them to be responsible for themselves and for those around them. We encourage respect and tolerance and take every opportunity to acknowledge the children's achievements both inside and outside school. We recognise and give thanks for the very important part parents have to play in the shared education process and actively encourage their involvement in the life of the school.

We aim to give our children firm foundations on which they themselves can build in later life.

We have a behaviour policy to secure a continuity of approach and a sharing of common values across the school community. Our school behaviour policy represents the consensus that has been achieved by the staff for managing relationships within the school. Through regular discussion and evaluation, we ensure that the strategies and approaches outlined in this policy underpin the vision of the school.

As a Church of England School our attitudes and responses to behaviour are based upon Christian or Gospel values. In 'Deeply Christian, Serving the Common Good' (CofE 2016) it states: 'Human dignity, the ultimate worth of each person, is central to good education. The basic principle of respect for the value of each person involves continual discernment, deliberation and action, and schools are one of the main places where this happens, and where the understanding and practices it requires are learned.' Therefore, we try to follow and teach explicitly the example that was given to us by Jesus: treat others as you would wish to be treated yourself (Matthew 7:12).

Our Record on Behaviour:

**"Relationships are profoundly supportive.
A palpable sense of a community at peace empowers all to face, and conquer, challenges."**

SIAMS Report January 2023

2. OUR PRINCIPAL AIMS

Our primary aim is to generate a feeling of worth and mutual respect within our school family. We respect the rights and feelings of everyone regardless of race, gender, religion, disability, sexual orientation, social position and ability.

We believe the best in each other and we base our general approach on the reinforcement of good behaviour and attitudes, rather than the punishment of negative behaviour. We refer to disappointing behaviour not in our disappointment with the child.

We deal with each other's misbehaviour as individuals. Fairness is not always treating everyone in exactly the same way.

We work to develop children's independence and encourage them to be responsible for their own behaviour and for not affecting the behaviour of those around them.

We encourage respect and tolerance and take every opportunity to acknowledge the children's achievements both inside and outside school.

We seek to forgive each other; learning from our mistakes. We try not to bear grudges and allow people the chance to change their behaviours.

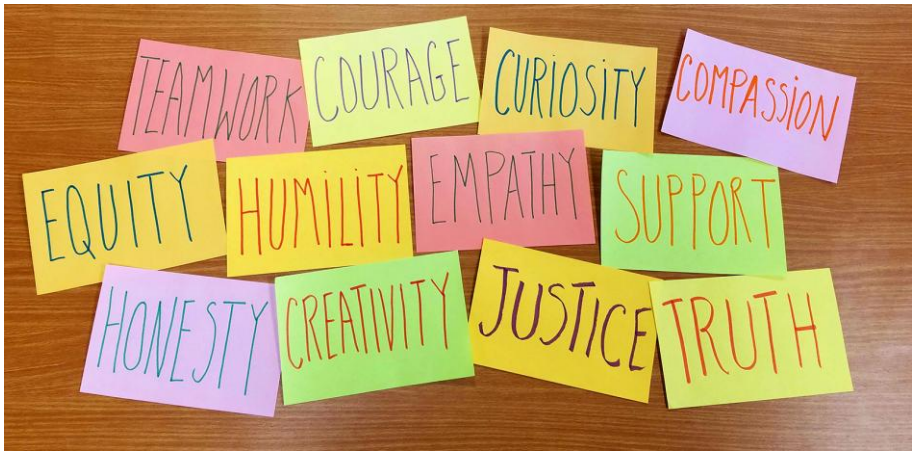
We do not encourage retaliation or retribution.

We have a positive attitude to failure and mistakes because this is at the point at which we can learn.

We value the very important part parents and carers have to play in the shared education process and actively encourage their involvement in putting our behaviour policy into practice.

Staff expect the best of all children and promote care, consideration and courtesy by example. We seek justice and fairness for all and therefore do not make prejudiced and quick judgements. We listen and expect the truth. We listen and respond to the needs of the victim and those who have behaved inappropriately.

The foundation for this approach is **Restorative Practice**. Restorative Practice is a way to be, not a process to follow or a thing to do at certain times. It's a term used to describe principles, behaviours and approaches which build and maintain healthy relationships and a sense of community and can resolve difficulties and repair harm where there has been conflict.



3. HOW DO WE ACHIEVE OUR AIMS?

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.

The key steps of emotion coaching are:

1. **Empathy** – a deep understanding of how we are all affected by different emotions in different ways and in different contexts. There is an emphasis on calming the individual.
2. **Labelling and validation of the emotion** – careful teaching of what the emotion looks like (in you and other people) and that it is ok to have this emotion. For example, "You look really angry today." Children may need time to regulate their behaviour (time out to calm down, time in the nurture room, have a drink, kick a football, or hug a teddy). Praise the use of regulation skills.
3. **Limit-setting** (if needed) – realistic understanding that certain behaviours should not be shown: "this is what you could do instead". This will help the child to learn from their experience.
4. **Support with problem-solving** to help manage these moments, for example through restorative practice, zones of regulation and social stories. This is an opportunity to reflect and be curious about the possible reasons behind the emotion. There is an emphasis on repairing relationships.

Restorative Practice

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.

In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

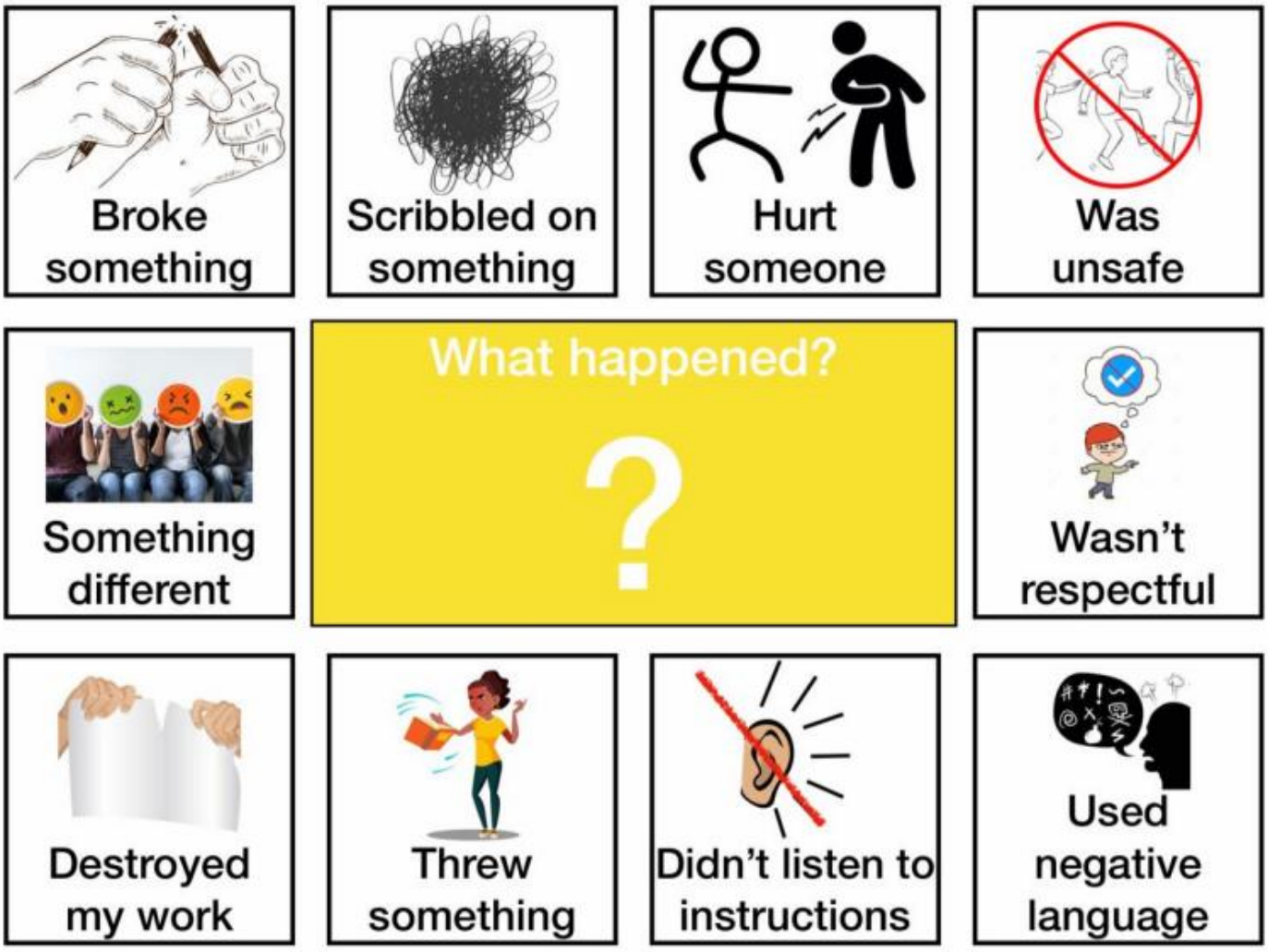
Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Pembridge, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour. We aim to be 'worthy of praise'.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- Who has been affected and in what way?
- What were you thinking and feeling at the time?
- What do you think needs to happen to make things right?
- How could things have been done differently?
- How do you feel now?
- What might happen next time?

A set of visual prompts can be used to encourage children to reflect and discuss the above:



Me

A friend

A teacher

My class

Other children

My Dad

Who has been affected?

A group

My Mum

My family

Animals

Community members

Someone else

Confused

Worried

Sad

Excited

Distracted

Something different

What were you feeling?

Scared

Angry

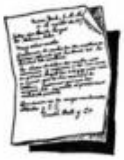
Anxious

Giggly

Silly

Fizzy

Write it down


Write a letter

Talk with someone

Say sorry to someone

Fix something

Have thinking time

What needs to happen to put it right?

Tidy Up/clean something

Make a change

Make a plan

Practice

Finish my work

Something else

Sad

Sorry

Guilty

Ashamed

Tired

Fizzy

How do you feel now?

Worried

Calm

Better

Okay

Something different

Unsure

Additional support for children to encourage successful Restorative Practice:

- A "Walk Tall" intervention supports children with help in developing self-confidence, practice in positive interactions with their peers and provides strategies for dealing with peer pressure or bullying situations. This pastoral approach encourages children to use assertive techniques rather than have either a passive or aggressive response to a situation. Children are then empowered to make the appropriate choices for themselves. Mrs Palmer, SENCo, is responsible for delivering the Walk Tall programme in school.
- The school's emotional literacy support assistant (ELSA), Mrs Devereaux, is well trained and delivers a range of strategies to both children and staff to help support positive mental health and wellbeing. At the root of challenging behaviour, children most often need time to talk about their emotional needs. They need to be given ways to help themselves feel good about themselves and know how to see this in others.

Logical consequences

When it is appropriate, staff should be able to talk through the logical consequences to the behaviour with children in a quiet, supportive environment; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first. The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, staff will consider these areas:

- Consequences will only follow when the child is regulated and able to reflect upon their behaviour; however, this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.

- Staff will avoid any consequences which lead to shaming or humiliation of the child. These approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a supportive adult. This will be supported through the use of the school's own restorative practice visuals as part of a supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. certain subjects, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. well-structured time in context, increased supervision, seclusion within school, or not taking part in the activity until issues are resolved and emotions regulated. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

- Related – consequence must be related to the behaviour.
- Respectful – the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable – the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful – it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

Raising Self Esteem

We endeavour to develop children's self-esteem by acknowledging and rewarding patterns of good behaviour and by giving praise whenever and wherever it is deserved. We also place emphasis on strengths, not on weaknesses. Personal qualities are highlighted and given as much importance as academic achievement.

Achievements are recognised in a variety of ways, some of which are outlined below:

- Team Points
  For good work, improvement, good behaviour, helpfulness etc. Weekly and running totals for each house are reported to the whole school in the Celebration Worship every Friday. Our Team Captains are respected by the children and give an update to the school each week.
- Celebration Worship
  This is an opportunity, usually on Friday afternoons, for children to be presented with an award which celebrates their achievement. Children may be rewarded with a certificate for achieving a target linked to a curriculum area, or it may be for reaching a personal or social goal or for being a good role model for the school's values. We have a "Courtesy Cup" which is rewarded on a weekly basis to recognise good behaviour and manners. An excellence cup is presented to pupils who shine in a particular area of the Learning

Behaviours we promote in school; this is presented by the Learning Ambassadors who explain their reasons for giving it to particular children. Children are encouraged to bring in and share certificates, medals, awards etc. that they have earned outside school. Award winner's photographs are displayed in the hall for everyone to see.

- Display
  Children's work is displayed, both in the classroom and in corridors and other areas. Examples of learning will be displayed throughout the year on the changing displays. This may also be seen on Seesaw – an online account for each child which can also be accessed at home.

Sharing successes

Sharing is an important part of school life and we believe that achievements should be shared with the wider school community. We share and celebrate both pupil and whole school achievements in the following ways:

- 'Good work' or improved behaviour may be reported/shown to other members of staff, and simple rewards such as verbal praise, stars, team points, stickers may be used as thought appropriate.
- The weekly newsletter and school website are used to share the achievements of the pupils with a wide audience.
- Through the termly Report to Parents, we focus on the achievements of the child throughout the school year, not only academically, but also personal qualities, social skills and their contributions to the wider school community.
- Sporting achievements and successes are reported back and celebrated with the school community with team players reporting back in assemblies, cups medals etc. displayed and enjoyed by the whole school.
- Achievements which are awarded out of school are proudly recognised in Celebration Worship every Friday; these could be from dancing to skiing, fencing to brownie promises!

Responsibilities

We aim to develop a child's sense of responsibility and encourage them to contribute fully to the life of the school. They will be expected to show care and have respect for others and for the school environment. Staff, parents and governors will give positive support in maintaining these principles.

Responsibility is developed in some of the following ways:

- Children taking responsibility for simple classroom tasks
- Children are encouraged to take responsibility for the maintenance of the school garden/Forest School/pond/flower beds/tree areas
- Year 6 pupils are given the opportunity to be a Team Captain
- Four children each year (1 per class) are chosen as Learning Ambassadors to promote our learning behaviours which are displayed around the school.
- Children are given the opportunity to be Librarians and help to run and maintain the school library.
- Occasionally, children act as a guide for visitors to the school
- Children take responsibility for preparing the hall for worship when it is their turn on the rota
- Children may wish to stand as a member of the School Council and Eco-Committee – they fill in an application form, recognising the expectations they have to fulfil.

4. UNACCEPTABLE BEHAVIOUR

Our emphasis on Restorative Practice means unacceptable behaviour is relatively rare at Pembridge; however, we face up to the reality that it can be difficult to all get along. We need to make clear that some types of behaviour are unacceptable and depending on the situation, sanctions may have to be out in place.

Adults and children who come to Pembridge School have the right to:

1) …be safe
2) …an opportunity to learn
3) …be treated with respect

Unacceptable behaviour is any behaviour which:

- endangers the safety of another individual
- demonstrates a lack of respect for other people or property
- has a detrimental effect on learning and teaching.

Serious or repeated incidents of unacceptable behaviour will result in parents being contacted by the school and may trigger a sanction *if this is necessary to avoid repetition of the behaviour.*

Teachers keep records of low-level behavioural problems in a pastoral file in the classroom. Repeated concerns and significant incidences are logged in MyConcern.

The school expects the support of parents when dealing with unacceptable behaviour. Most behavioural problems can be overcome when school staff and parents work together.

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils for misbehaviour outside school. Teachers have a specific legal power to impose detention outside school hours. Teachers can confiscate pupils' property if this is felt to be appropriate.

It is inevitable that situations will sometimes arise when a child's behaviour will need to be corrected, and sanctions will need to be applied. When considering an appropriate course of action after a behavioural incident, our principal aim is always to minimize the likelihood of the incident being repeated. We want individual to learn from mistakes rather than to repeat them.

Exclusion

As a final resort, or for a very serious misdeed, the Headteacher has the right to exclude a child from school. The Headteacher has the right to exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, the parents are informed immediately, giving reasons for the exclusion. Parents can appeal against the decision to the Governing Body. The school will advise parents on how to make any such appeal. The Headteacher will inform the governors and Local

Authority about any permanent exclusion or a short-term suspension. The Governing Body discipline committee considers any exclusion appeals on behalf of the governors.

Power to use Reasonable Force

The legal provisions on school discipline provide members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. The Local Authority recommend a Team Teach approach in the appropriate and safe handling of pupils if the situation should arise. One member of staff is trained to support this in school.

5. BULLYING – OR CHILD ON CHILD ABUSE

It is almost impossible to separate an approach to the problems of bullying from the school's general approach to discipline, so our approach is recorded here as an integral part of our behaviour policy.

We aim to develop an ethos where children feel valued, respected and safe. We ensure that teachers and other members of staff are viewed as people with whom concerns and worries can be shared.

All staff are aware that children can abuse other children (child-on-child abuse) and that it can happen both inside and outside of school and online (extra familial harm). It is important that all staff recognise indicators and signs of child-on-child abuse and know how to identify it and respond to reports. The school's safeguarding and child protection policy has further detail.

All staff understand that even if there are no reports of this type of harm, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that if staff have any concerns regarding child-on-child abuse they will speak to the school's Designated Safeguarding Lead (or Deputy). This is the headteacher, Robert Hollis, or his deputies: Laurie Williams and Sarah Palmer.

This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. **Bullying of any kind has no place within our school** and every effort must be made to eliminate it. From an individual perspective, bullying damages and diminishes the preciousness of each person. From a community perspective, bullying fractures and undermines the whole since 'if one part suffers, every part suffers with it.' (1 Corinthians 12:26).

All staff must ensure that they reassure any victims that they are being taken seriously and that they will be supported and kept safe. No victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should they ever be made to feel ashamed for making a report.

Forms of Bullying

- In-school bullying:
    - Use of discriminatory or offensive language, name-calling
    - Physical harm, including threats of physical harm
    - Coercive and harmful sexual behaviour
    - Damage to property or stealing
    - Repeated exclusion from groups, games and other activities
    - Intentional ignoring to cause hurt
    - Sharing of untrue or private information without permission
- Off-site bullying:
    - This includes bullying which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site.
- Online or cyber-bullying such as through social media or messaging apps:
    - Use of discriminatory or offensive language, name-calling
    - Threats of physical harm
    - Attempts to coerce another into unwanted sexual activities
    - Repeated exclusion from groups, games and other activities
    - Intentional ignoring to cause hurt
    - Sharing of untrue or private information without permission
    - Creation and sharing of images intended to denigrate or shame another person
    - Inappropriate or unkind commenting on social media posts

Through cross-curricular work (including in P.H.S.E., R.E., English, science, computing etc.) the issues and the problems of bullying will be discussed in age- and stage- appropriate ways. Such a programme will tackle such issues as:

- Healthy and respectful relationships
- What respectful behaviour looks like?
- Consent
- Gender roles, stereotyping, and equality
- Body confidence and self-esteem
- Prejudiced behaviour

If, however, a bullying situation arises, staff will employ the same strategy of Restorative Practice discussion used when dealing with any other behaviour problem. The discussions would aim towards helping the children to get to the root of the problem and guide them to build bridges. Parents would be informed of any serious problems and be invited to be a part of any discussions that took place. Appropriate safeguarding practices will be adhered to.

We have an 'open door' policy with parents and if concerns are raised in connection with bullying, the issues are thoroughly investigated and, if needed, appropriate action taken. Feedback will be given to the parents involved and the issue will also be discussed with the Chair of Governors.

As with other behaviour issues, short-term or even permanent exclusion may be considered in very extreme cases, when all other avenues have been explored and found to be unsuccessful.

All incidents of bullying are recorded on MyConcern.

The school actively promotes a message of anti-bullying and participate in activities such as the National Anti-Bullying week. A central message of 'all are welcome here' emphasises the ethos of deep hospitality and inclusion which runs through the school.

The School Council discusses issues related to bullying and have created their own poster which is displayed around school:

6. EQUAL OPPORTUNITIES

We acknowledge that triggers for bad behaviour can sometimes be because children feel/believe that they have not been treated fairly. We are committed to providing a consistent approach and to providing equal opportunities for all. We are committed to helping everyone and in preparing children to live harmoniously in a world of diversity and difference.

7. SPECIAL EDUCATIONAL NEEDS

If a child has Special Educational Needs or has significant emotional and social challenges, different strategies might be employed to deal with behavioural issues. We recognise the importance of creating the right climate for positive mental health and well-being – and that what works for one child will be different for another. Strategies and support methods will be shared with all staff to ensure a consistency of approach. If behaviour management becomes a whole school issue, the child concerned will be placed on the special needs register and an Individual Behaviour Plan and Risk Assessment will be drawn up. If necessary, the school will liaise with support agencies such as the Inclusion Team or seek advice from the school's Educational Psychologist.

Parents will be contacted before placing a child on the SEN register for behavioural or any other reasons. Parents will also be contacted before formally involving outside support agencies.

8. FURTHER SUPPORT FOR BEHAVIOUR

The staff and head teacher work as a team and matters of behaviour and discipline are discussed regularly both formally, through staff meetings and meetings with lunchtime staff, and informally. Our colleagues are often our best source of immediate low-key support.

The school's emotional literacy support assistant is able to work 1-1 or with small groups to help children identify ways they can improve their behaviours. Highly-tailored work regularly over a block of time supports children to know how to regulate their behaviour and look for support before it gets out of hand. Parents are an important part of this process too.

When dealing with a child's specific behavioural problems, more specialised advice would be obtained from external agencies such as the LA Attendance Officers, School Nurse, School Doctor, Educational Psychologist, Behaviour Support Team, Community mental/health service and social services.

At lunchtimes, routine discipline is the responsibility of the lunchtime staff, but they work in close partnership with teaching staff. Any problems are always reported back to the teaching staff and/or head if sanctions are thought to be necessary. General concerns about pupils are relayed in the same way. During wet playtimes and unstructured time, behaviour is monitored and any issues dealt with through applying the strategies outlined above.

Lunchtime supervisors will report any examples of 'Unacceptable Behaviour' to the class teacher; patterns of behaviours are discussed at staff meetings and recorded in pastoral logs kept in

classrooms. This is for low-level disruption; anything which is significant, intentional and clearly meant to harm other children is recorded in MyConcern.

A routine of termly meetings between all staff in school is established. These provide a forum through which behaviour matters can be regularly discussed. They also allow for regular training.

9. FORMATION AND REVIEW OF POLICY

Written November 2012 and passed at Curriculum committee 16th Jan 2013
Updated September 2014
Updated March 2015
Minor amendments March 2016
Minor amendments: October 2017
Amended with inclusion of reference to C of E 'Deeply Christian, Serving the Common Good' (2016): September 2018
Amended with further reference to the school's vision: October 2019
Amended to include Covid-19 Code of Conduct: October 2020
Minor amendments: October 2021
Minor amendments to include MyConcern references: November 2022
Minor amendments to include references to the school's emotional literacy support assistant (ELSA): November 2023
Major revision to include the Restorative Practice approach: September 2024