



Behaviour Policy

Reviewed by: Nik Allen and Catherine Bull

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Headteacher	Sign and Date	
Chair of Governing Board	Sign and Date	

Introduction

At Parsons Down Partnership of Schools, we firmly believe that positive experiences create positive feelings. Positive feelings create positive behaviour.

Our policy is underpinned by the principles of **Therapeutic Thinking** <http://www.westberks.gov.uk/therapeutic-approaches> and the latest guidance from the Department for Education www.gov.uk/government/publications/behaviour-in-schools--2

This Behaviour Policy should be the plan for the majority of children. In addition to this, some children may require a behaviour plan to formalise strategies that provide reasonable adjustments from the policy.

Each child is an individual with their own needs. We advocate for each child to receive the resources, adaptations and support with their learning to have an equitable access to education, which means children will not always receive the same support.

Aims

This policy aims to help children learn and grow in a supportive, safe and secure environment, to become positive, responsible and increasingly independent members of society.

The school sets high expectations for behaviour and recognises the need to teach what good behaviour looks like. We praise children for meeting these expectations. Where children display unsocial or anti-social behaviour, we shall reteach and support children to meet the school's expectation so that over time children develop an awareness and the strategies to manage their own behaviour.

This policy aims:

- To promote the inseparable link between teaching, learning and behaviour
- To create a well-ordered and inclusive environment in which everyone is fully aware of the behavioural expectations and their responsibilities.
- To set out the acceptable standards of behaviour and consequences in our school, so that they are understood by pupils, parents, carers and staff.
- To promote the consistent application of the behaviour policy.
- To create opportunity for children to make amends for unsocial behaviour.
- To support the inclusion of all pupils by providing children what they need to achieve success and achieve equity.
- To involve parents and carer at an early stage to collaboratively support their child in the education of behaviour expectations at home and in school.
- To reduce and eliminate suspensions and exclusions.
- To support consistency for services within West Berkshire

Rights and Responsibilities

This policy is based on the rights, responsibilities and needs of individuals in our school community:

- We all have the right to feel safe.
- We all have the right to learn without disruptions.

- We all have the right to be treated fairly and with respect.
- We all have the right to learn in a clean and safe environment.
- We are all responsible members of our school community.
- We are all responsible for creating a positive and inclusive school.

How Can We Teach Behaviour?

All children are routinely taught about our three school rules:

Be Kind, Be Safe, Be Respectful

We do this through:

- **Expectations:** We teach behaviour expectations and school rules as part of our PSHE curriculum, capturing the children's own ideas as part of a classroom charter. Behaviour expectations are routinely revisited as part of normal classroom teaching and learning.
- **Relationships:** We develop positive relationships with all children by getting to know them, their personal circumstances and their needs. Children should want to do something because of the quality of their relationship.
- **Role modelling:** All staff model the behaviour expectations in all interactions and support children to find resolution to disputes.
- **Consistency:** Behaviour expectations are applied fairly and consistently, recognising that some children may need support to achieve success.
- **Clear Routines:** We use routines to ensure a predictable learning environment that models the high expectations of behaviour and is inclusive.
- **Positive reinforcement:** Children will receive praise or gratitude for meeting the school's behaviour expectations so that they are really valued in every child. Rewards will be given for exceeding expectations, which will be given freely and unexpectedly.
- **Rewards:** Children are taught how to be a lifelong learner by explicitly teaching the different aspects of learning behaviour represented by our six learning gems.
- **Planning alternatives to antisocial behaviour:** We will plan for antisocial behaviour to remove, as far as is responsibly possible, causes of antisocial behaviour.
- **Comfort and forgiveness:** The school community understand and promote the idea that we will try again tomorrow to be successful.
- **Ignoring:** We will ignore unsocial and low-level behaviours, giving time for unsocial behaviour to stop in a wholly positive environment. Thereby not giving attention to these behaviours.
- **Positive language:** We tell children what you would like to see, not what you don't.
- **Restorative practice:** We follow up on behaviour incidents with the children involved, to understand the impact of their actions, the consequences and to rehearse alternative ways of behaving in the future. Children will be asked to repair relationships and or property at the appropriate time, once they are calm.

Learning Gems

Our learning gems promote the behaviour expectations required to become a lifelong learner.

We use 6 gems across the Partnership:

- Diamond (for solving problems);
- Emerald (for attempting new challenges);
- Sapphire (for coping with distractions);
- Amethyst (for working as part of a group);
- Ruby (for being kind/caring for each other and our environment) and
- Topaz (for sharing ideas and valuing yourself and others).

Learning Gems go towards house points and the winning house is revealed in assembly on a Friday.

Merit Marks

At the Junior School, Merit Marks are given for exceptional work or for outstanding behaviour. The children are given Merit Mark cards. When these are completed, children are rewarded with badges which progress from bronze badge to amethyst star.

Behaviour Consequences

Children whose behaviour does not follow our 3 school rules or impacts on our individual rights shall receive fair and proportionate behaviour consequences.

Behaviour consequences are necessary:

- To maintain a safe environment
- To maintain the safety of pupils, which necessitate pupils follow all reasonable instructions.
- To protect the learning of all pupils
- To maintain a positive and inclusive school environment

Behaviour consequences are:

1. A verbal reminder of behaviour expectations, focussing on the behaviour and not the child. We do not write children's names on whiteboards or use traffic light systems.
2. Time out and restorative conversation to reflect on their behaviour and to discuss better approaches to handling disputes next time. The restorative conversation may take place at breaktime or lunchtime to avoid further disruption to learning.
3. Removal to another classroom or location to complete work and remove distractions.
4. If the teacher identifies a child demonstrating a pattern of repeated behaviour, the teacher will speak with the child's parents or carers to understand any changes in the child's personal circumstances and to alert the parents to the behaviour. This conversation will take place at earliest possible opportunity and a note of the conversation recorded.
5. Removal from the classroom or playground as a protective consequence, to allow the child to calm themselves and to create an opportunity to have a restorative conversation with the child.
6. If the child's behaviour is physically aggressive, abusive, bullying or persistent, the teacher shall hold a meeting with the child's parents or carers to understand any changes in the child's personal circumstances and to collaboratively respond to the child's behaviour, which might include creating a specific behaviour plan with agreed strategies and targets that are reviewed at least termly. This meeting will take place at earliest possible opportunity and a note of the meeting recorded.
7. Completion of proportionate tasks to repair relationships and or property.
8. A conversation with a member of the Senior Leadership Team to help resolve the situation.

If behaviour incidents happen at lunch time, the lunchtime staff will hold a restorative conversation with the child or children involved and the incident will be recorded. Lunchtime staff will make the child's class teacher aware of the incident

When a child's behaviour results in lost learning, the expectation is that work will be completed. If this is at the morning break time, the teacher will ensure the child has at least a 5-minute

break. Alternatively, incomplete work will be sent home with the child for completion and must be returned the following day.

If child's behaviour put the safety of themselves, other pupils or staff at risk, or impacts on the right to learn of other children, the headteacher will be informed and a fixed-term suspension and parent/carer meeting will be considered to address this.

Reporting Behaviour Incidents

Incidents of behaviour that require more than a verbal reminder will be recorded in the class or lunchtime behaviour book.

Incidents of serious or dangerous antisocial behaviour or child-on-child abuse will be reported to SLT on the same day and will be added to the classroom behaviour book. Parents will be informed and a note of conservation recorded in the behaviour book.

Dangerous Antisocial Behaviours are actions that are likely to or cause harm to members of the school community including leaving the school premises or building, being physically or verbally aggressive, bullying or throwing furniture.

Child-on-Child Abuse includes bullying, physical abuse, sexual harassment and sexual violence. For a full definition, refer to Keeping Children Safe in Education (www.gov.uk/government/publications/keeping-children-safe-in-education--2).

Using Restorative Conversations

A restorative conversation should be completed by the child's class teacher, wherever possible, as this will help to inform the class teacher about the child's needs and help to maintain a positive relationship.

The restorative conversation will explore:

- What people were thinking and feeling before, during and after the incident?
- Who has been affected and how?
- How we can repair any harm?
- How we can plan for a different response to the same experiences or feelings reoccurring?

SLT Assistance Procedure for Severe Disruptive, Physical or Abusive Behaviour

Room Help Cards – these will be used by the class teacher to inform SLT that support is needed. Examples when they will be used include:

- If the child is not responding to the language of limited choices used by the adult and the behaviour is becoming persistently disruptive or physical or verbally abusive
- If a child leaves the classroom and there is no spare adult to follow, placing other children at risk

In Years 1 – 6, a child will be sent with the Help Card straight to the office. In Foundation Stage, an adult will be sent. Office staff will then notify SLT immediately, either in person or by phone. In the event that office staff are unavailable, the child will give the card to the nearest adult or class teacher. The card will not be written on as there is no expectation for a written or verbal explanation beforehand. The card must be returned to the correct room afterwards.

Suspensions and Exclusions

The Head Teacher should consider what extra support might be needed to identify and address the needs of pupils to reduce their risk of suspension or exclusion.

When establishing the facts in relation to an exclusion decision, the Head teacher must apply the civil standard of proof. The Head should accept something happened if it is more likely to have happened than it did not happen.

Internal Suspension: Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

External Suspension: Will be considered for incidents of **dangerous antisocial behaviour** or persistent learning disruption where the behaviour systems have failed to change the behaviour.

In these cases, the national guidelines will be followed, particularly with regards to recording and reporting.

For further detail, refer to the Suspensions and Permanent Exclusions Policy (<https://www.pdp.w-berks.sch.uk/policies>).

Bullying: Refer to the Anti-Bullying Policy (<https://www.pdp.w-berks.sch.uk/policies>).

Use of Reasonable Force

Members of staff have 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 at the school or among pupils.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

If reasonable force has been used, this will be recorded factually in the behaviour book or a child's individual behaviour log, and parents/carers and SLT will be notified.

Monitoring, Assessment and Evaluation

- Teachers will review behaviour books weekly and report any emerging patterns of behaviour to SLT.
- Teachers will review individual behaviour plans for specific children half-termly to consider progress and relevance.
- SLT will review behaviour books half termly to identify patterns of behaviour that need to be address as a whole school.
- The Head teacher or Deputy Head will report to governors the impact of the behaviour policy.