



## Behaviour Policy

Approved by: LGB

11/10 / 2023

For Review

November 2024

Signed: .....*EMILY HUISH*..... Chair of Governors

# Behaviour Policy

## Rationale

Pupils' behaviour towards each other, and towards all adults whom they come across during the school day, is a measure of their development as young people. At Pensford Primary School our mission includes ensuring "that each member of the school community is enabled to fulfil their individual aspirations and to achieve their personal best". Our vision includes the statement that pupils "will understand how others live and learn together in a global community". In order to achieve these aspirations, we must have a strong and supportive behaviour policy. We recognise that children from a range of minority groups, including those in care and those who have recently left care, are statistically at risk of bullying and exclusion. We therefore work actively to support every single individual in school, no matter what their background.

## Aims

1. To provide a structure in which the overwhelmingly positive behaviour seen in our school is recognised and rewarded so that "Where standards of behaviour [are] already excellent, they [are] maintained"<sup>1</sup>.
2. To support pupils who display negative behaviour so that "for individuals or groups with particular needs, there is sustained improvement in pupils' behaviour"<sup>1</sup>.
3. To set out steps to be taken in the event of bullying in order to keep this out of our school.

## Part 1 – Positive Behaviour Recognition

Under the principle that we are constantly supporting children to achieve their "personal best", adults in our school should recognise and develop positive behaviour in our pupils by:

- giving verbal specific, positive praise regularly to all pupils
- focusing children on their learning and their achievements
- specifically teaching social skills as part of the PSHE programme for each class

Our **specific reward system** used in school is Class Dojo. This centres around our **school values of Happiness, Excellence, Ambition, Respect and Togetherness (HEART)** as well as the key skill of **Independence**, which we engender in our pupils. Dojo points may be given by any adult in school whenever a child demonstrates an aspect of these values in their work or in their interaction with others. Whenever practicable, we add a comment to the Dojo so that parents and carers<sup>2</sup> are informed about what their child has done well.

Points are collected individually and collated so that each House has a total for the term, which is celebrated on our website. (Our four houses are Attenborough, Rashford, Thunberg and Yousafsai and each child is put in a house when they join the school. This will be the same house as their sibling if they have one here, and otherwise allocated by the administrator in consultation with the Headteacher so as to keep a balance of numbers in each house.)

At the end of each week, in our Friday celebration assembly, the headteacher gives a 'Headteacher's Award' certificate to a child in each class. The child is usually chosen on the basis of the number of Dojo points they have earned that week. Class teachers also choose two children from each class for a 'Star of the Week' award. These are awarded for a specific demonstration of one or more of the school values.

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<sup>1</sup> Ofsted School Inspection handbook 2018, page 57

<sup>2</sup> We include carers whenever we refer to 'parents' in this document.

Other awards may be given for particular instances of strong and positive demonstration of the school values, at the discretion of school staff.

We also encourage children to share achievements and awards from their participation in activities outside of school. These are shared in the celebration assembly too.

## Part 2 – Dealing with Negative Behaviour

In the **overwhelming majority of cases**, any negative behaviour is dealt with by the first adult that notices it, or the first adult to whom it is reported. It will be dealt with through a 'restorative justice' approach by:

1. establishing the facts;
2. taking into account what prompted the behaviour, discussing it with the child or children concerned and giving them the time to reflect;
3. helping the children be clear about why it should not have happened and what alternative action they should take in the future;
4. ensuring that an apology takes place where necessary.

Support staff, including lunchbreak supervisors, teaching assistants, office staff and volunteers, will ask for a teacher's support in the above if and only if this is necessary in the circumstances. They will use their own judgement but – if in doubt – will consult with a teacher.

In **rarer, more serious cases**, a matter will be referred to the headteacher (or, in the headteacher's absence the Senior Teacher). This will always be the case when:

- a child's behaviour has resulted in another child or adult being physically hurt;
- a child has been rude to an adult;
- a child has refused to comply with the reasonable instructions of an adult;
- the incident involves, or potentially involves, bullying, discrimination against anyone with protected characteristics or any form of harmful sexual behaviour.

Note on discrimination: We use the definition supplied [here on gov.uk](https://www.gov.uk/guidance/what-is-discrimination), and copied below, when determining whether discrimination has taken place:

### Types of discrimination ('protected characteristics')

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- [being pregnant](#) or on maternity leave
- [disability](#)
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

There may be other types of behaviour that an adult also feels should be referred to the headteacher.

In such cases, the headteacher will:

- carry out the steps 1-4 detailed above;
- determine whether the behaviour constitutes bullying (using the definition given below) OR sexual harassment OR child-on-child abuse OR discrimination against anyone with protected characteristics and, if so, record this and act according to the safeguarding policy;

- record the incident on the behaviour log (T:\Behaviour Tracking\ ) employ an appropriate sanction, taking into account the behaviour, what prompted it and any previous incidents recorded on the behaviour log;
- if appropriate, implement individual tracking of a behaviour using the sheet in T:\Behaviour Tracking\Individual Tracking
- ensure that parents are informed, including the parents of any 'victim'.

### **Sanctions used:**

In the majority of cases, sanctions will take the form of time out from an activity that the child who has shown negative behaviour enjoys. The length of time will be appropriate to the behaviour, what prompted it, any previous incidents and the child's age and stage of social development.

A restorative approach will also be taken, with a meaningful apology being made and overseen by a member of staff (always the Headteacher or Senior Teacher in the case of the serious cases detailed above.)

### **Part 3 – Anti-Bullying Strategy**

We use the Department for Education's recommended definition of bullying<sup>3</sup>. This is that bullying is behaviour which is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

- physical assault;
- teasing;
- making threats;
- name calling;
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger);

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Any incident of a child bullying another pupil will be referred to the headteacher and dealt with as outlined above. See also, our separate Anti-Bullying Policy<sup>4</sup>.

*Note – We are aware that children in care, and those who have recently left care, are groups that are at additional risk of bullying and pay due regard to this risk when investigating any particular incident.*

### **Part 4 – Roles and Responsibilities**

**The roles of school staff are given above in Parts 1-3.**

**The role of parents and carers<sup>5</sup>**

<sup>3</sup> <https://www.gov.uk/bullying-at-school/bullying-a-definition>

<sup>4</sup> [Pensford Anti-Bullying Policy 2023](#)

<sup>5</sup> As a reminder, we include carers whenever we mention parents in this document

The school works collaboratively with parents, or those in the role of a parent, so children receive consistent messages about how to behave at home and at school.

We explain the school values in the home school agreement, and we expect parents/ carers to read these and support them. We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents quickly if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions with a child, parents and carers should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher, and if the problem remains parents should follow the school's Complaints Procedure.

### **The role of pupils**

It is expected that pupils should become responsible and increasingly independent, and recognise that they should learn to accept responsibility for their behaviour. To assist in this process, we require pupils to:

- always aim for their personal best in all aspects of school life
- uphold the school values
- develop independence in a spirit of togetherness

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

### **Suspensions and permanent exclusions<sup>6</sup>**

We follow The Partnership Trust's Exclusions Policy, which can be found here: [Trust Policies - The Partnership Trust](#) .

Points to note:

Only the Headteacher (or an acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend 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. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

We will pay particular regard to the circumstances of any children in care, or who have recently left care, who are at risk of exclusion. Wherever possible we will communicate with the relevant Virtual School in advance of any decision to exclude these pupils. In any case, we are aware of our obligation to report the exclusion of a child in care to the head of the relevant virtual school.

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<sup>6</sup> See also the DfE guidance, to which we adhere: <https://www.gov.uk/government/publications/school-exclusion>

## **Monitoring**

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of misbehaviour and also a list of appropriate sanctions. The class teacher may record minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is excluded either for a fixed-term (a suspension), or permanently.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

## **Review**

The governing body reviews this policy every year by the end of November.

## **Other relevant policies:**

PSHE  
Anti-Bullying  
Safeguarding