



Curiosity Compassion Courage

Partney Church of England School

Behaviour Policy

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Review Date	By whom	Comments	Next Review
March 2020	Pupils and Curriculum	To update, including Ladder of behaviour intervention and Early Intervention contract and protocol	Spring 2022
November 2022	Pupils and curriculum	Updated to reflect further work on restorative practice and SEND	Spring 2024
November 2023	FGB	Early Review to address changes Behaviour policies separated – Behaviour and Anti-Bullying Policy created	November 2024

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Behaviour and Discipline Policy

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is regularly reviewed, made available to all stakeholders and is consistent throughout the school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Our Mission Statement

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

The Aims and Vision of Partney Church of England Primary School.

We aim to:

- Nurture an understanding of Christianity and respect for world faiths;
- Work **collaboratively** and in partnership with the local community, Church and external agencies;
- A **commitment** by all members of our school family to show **compassion** and respect, sharing responsibility for our School, our Church and the wider community;
- Provide a happy, secure and stimulating school, which encourages **curiosity**, positive attitudes to learning and independence;
- Develop a sense of personal worth, equality and inclusion, all of which are underpinned by **Christian Values**;
- Provide a broad, balanced and creative curriculum, linking together areas of learning.
- Develop enquiring minds and the ability and desire to become lifelong learners.
- Instil a responsible attitude towards the environment and sustainability and **charity**.
- Promote wellbeing amongst our School Community, so that everyone feels valued, through **celebration** of success.

Aims of our Behaviour Policy

- To promote good behaviour by forging positive working relationships with everyone involved with the school.
- To develop self-awareness, self-regulation and understanding the consequences of one's actions on others.
- To prevent all forms of bullying among pupils by encouraging compassion and respect for others.
- To promote a framework of rights, responsibilities and rules. These three strands should work together to create a caring Christian community based on our Values: compassion, courage, curiosity.
- To work with other schools and the local authority to share good practice in order to improve this policy. E.g. Lincolnshire Ladder of Behaviour Intervention, Pupil Reintegration Team

Responsibility for the Policy and Procedure

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Role of the Governing Body

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school where appropriate.
- responsibility to ensure that the school complies with this policy;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visiting staff or regular volunteers to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Pupils and Curriculum committee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Adults in School

The role of the adults in school is vital. The adults operate under clearly understood rules, and are consistent with these across the school. To help the children the staff should:

- work hard with everyone in the school community to create an ethos that makes everyone feel valued and **respected**;
- Have clear high expectations of pupils that are communicated effectively.
- Apply rules fairly, consistently and firmly.
- Be aware of the children as individuals. Know their needs, characters and clashes of personalities between class members.
- Handle misbehaviour quickly and calmly.
- Always hear both sides of a story before acting on a situation.
- Ensure work is appropriate to pupil's abilities.
- Give meaningful praise and encouragement in lesson.
- Employ consistent and effective reward systems across the school to praise good work and behaviour.
- Treat all children equally.
- **ensure the value of compassion is promoted within the Behaviour Code**;
- promote good behaviour by forging positive working relationships with everyone involved with the school;
- encourage a high standard of behaviour, compassion and respect for others, in order to prevent all forms of bullying among pupils;
- decide when it is appropriate to access the Lincolnshire Ladder of Intervention

In addition to this, class teachers will:

- have a responsibility to ensure that children understand the value of compassion and that the Behaviour Code starts afresh every day.
- provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;
- work with Pupil voice groups;
- monitor school support systems e.g. interventions, Pastoral Support Plans, Education and Health Care plans;
- track pupils' progression in behaviour through support plans;
- create links with parents
- deal with external agencies;

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Positive Behaviour Management

- Know the Golden Rules and the reasons for them. Be clear, firm and polite about the behaviour boundaries.
- Establish a friendly, positive, supportive relationship with the pupils in your care.
- Ensure that pupils are taking part in purposeful activities that they enjoy.
- Give lots of praise. Discipline means creating boundaries and that includes positive feedback.
- Try to identify when behaviour problems are likely to arise and try to divert or modify the pupil's behaviour before there is a need to discipline them.
- Know which sanctions to use and how to use them appropriately. A quiet word or reminder will sometimes be sufficient.
- Always remain calm when you speak to pupils – this will help you to maintain your authority and confidence and keep your relationships with them positive.
- Avoid telling pupils off publicly, although other children involved need to know that it was inappropriate behaviour and that it has been dealt with correctly.

Rewards and Recognition of Good Behaviour

Good behaviour is on a daily basis. Regular recognition and encouragement is part of the school ethos. Each class has a board related to our school values that is used to recognise effort and achievement in small things and big things.

We have many positive reinforcements that help steer children away from poor behaviour and towards good behaviour. These also promote self-confidence, which in turn promotes learning. These reward systems are:

- Dojo
- balls in a bucket
- stickers
- House Points
- individual certificates
- Star of the Week

Consequences

Even though the reward systems work well with the majority of children there will still be those who find it difficult to stay within the boundaries set both in class and in school.

When this happens it is necessary to establish a system of sanctions. This system includes:

- Redirecting pupils to task.
- Isolating the pupils in the classroom, e.g. a quiet table, safe place.
- Keeping the pupil back at the end of the lesson.
- Loss of privileges.
- Consequences to fit the misbehaviour, e.g. tidying up a mess.
- Sending the pupil to a quiet place or area, e.g. another class.
- Children receive a warning when inappropriate behaviours are observed
- If children continue with the behaviour they will be given a short time out in a suitable space (another class, breakout room or table outside the classroom, depending on the needs of the child) for 3-5 minutes (timer used). This will be noted by the class teacher and the Head of School informed so that the matter can be addressed before the end of the day, this will be logged by the Head of School.

Persistent unacceptable behaviour will be referred to the Head of school or senior staff member at the time. It is important that each day is a fresh start.

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In the interests of good communication a teacher may speak to parents after school or telephone them to discuss or inform of minor problems from the day.

Persistent, Unacceptable Pupil Behaviour

When persistent, unacceptable pupil behaviour is recognised by any member of staff, the following guidelines should be followed:

- Record the incident, with dates and the action taken in an incident log kept with the class teacher.
- Inform the class teacher if not witnessed by them
- Contact parents, informing them of the behavioural problems experienced and invite them into school for discussion.
- Develop strategies with parents to help overcome their child's unacceptable behaviour in school. This may include a specific behaviour diary for the child.
- Inform the SENDCO.
- Regularly review the situation with the SENDCO.
- If there is not sufficient improvement, it may be appropriate to complete a PSP (Personal Support Programme) which may include a referral to an outside agency e.g BOSS (Behavioural Outreach Support Service)
- Continue to monitor and review alongside appropriate agencies.
- If the problem continues, involve the Governing Body with a view to further action if necessary, follow the guidance within the Exclusion Policy.

At all times, records of pupil's behaviour, discussions and meetings must be kept.

INCIDENT LOG

Minor incidents are reported verbally to the class teacher to be dealt with. Incidents of a more serious nature are reported via our My Concern system and appropriate members of staff and SLT alerted.

In the case of incidents of disruptive or harmful behaviour, persistent or single incidents

- The Behaviour Policy will be followed from the outset, unless the safety of pupils or staff is at risk, whereupon our Positive handling policy will be put into practice.
- All incidents of disruptive or harmful behaviour are logged on My Concern.
- For all serious physical incidents, a member of staff will be asked to make a detailed 'statement' for the Head teacher to describe the circumstances and children involved.
- Where age appropriate a 'statement' may be made by the child/children involved, or some who have witnessed the incident (restorative based – what happened – what were you thinking at the time . . etc.)
- The Head Teacher will contact the parents or carers of the children involved as soon as possible.
- The Head Teacher may invite parents or carers to a meeting to discuss what has happened and how the parents/carers can support their child and the school to help develop further self-regulation, through an Early Intervention Meeting see Appendix.
- An Early Intervention Contract should be reviewed after no longer than three school weeks.

If the disruptive or harmful behaviour persists, the following can happen as appropriate:

- The school may assess the child for any additional needs (See SEND offer and Policy) and/or refer to medical outside agencies.
- The school may suggest that an Early Help Assessment be completed and a 'Team Around the Child' set up.

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- The school may suggest that a Pastoral Support Plan is appropriate, which will be reviewed every 6-8 weeks.
- If a PSP plan is in place and disruptive or harmful behaviour persists, a referral may be made to BOSS (Behavioural Outreach Service)

Examples of Consequences After Unacceptable Behaviour

At all times, to ensure consistency of approach the following stage scale of sanctions should be followed for either verbal or physical behaviours. When given a sanction, the child must also be referred to the Golden Rule they have broken as a basis for the sanction.

Stage	Consequence
Minor - one off incident	Verbal warning and focus on good behaviour
Minor – repetition of one off incident	Time out
Moderate – persistent minor (according to seriousness)	Longer periods of time out. Children are sent away from offences the incident area
Severe – dangerous or uncontrolled behaviour	Key Stage Leader/ Head of School involved. Loss of break or lunchtime.
Persistent dangerous or behaviour	At this level parents will automatically be involved and uncontrolled it may be necessary to involve outside agencies or the Educational Psychologist.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children to prevent injury, or if a child is in danger of hurting him/herself or anyone else. The actions that we take are in line with government guidelines on the restraint of children. Key staff have been trained in Team Teach (positive handling). All handling incidents will be recorded in line with school policy and reported to parents. See Positive Handling Policy for further guidance.

Exclusion

Where all possible steps have been taken to deal with persistent and unacceptable behaviour but without resolving the situation, exclusion will be considered. The Governing Body has decided that in **exceptional** circumstances that exclusion will be used as a consequence either as a:

- suspension or
- permanent exclusion

Details of our exclusion system can be seen in the Exclusion Policy.

Examples of Pupil Support and interventions

ELSA: Emotional Literacy Support Assistant sessions are in place in order to tackle the causes of unusually bad or disruptive behaviour.



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LEGO therapy: supporting social communication.

SEND support plan: See our Send offer. Setting achievable targets on a termly basis agreed with family and young person.

TAC: 'Team around the Child' to support children in a wider context including home life.

Early Intervention Contract: An informal school level situation where pupil, parents and school come together to agree on acceptable behaviour and small steps adjustments; If appropriate before a PSP.

Pastoral Support Plan: Where disruptive or harmful behaviours persist and support has been given as above, but further targets are needed, following the Lincolnshire Ladder of Behaviour Intervention, leading to external support from BOSS.

We have support for pupils who demonstrate persistent disruptive or harmful behaviours from the:

- Pupil reintegration team;
- BOSS (Behavioural Outreach Service)
- Social Services (through TAC)
- Working Together Team, through the SEND process

Children with Additional Needs

The Behaviour Policy applies to children with additional needs, however staff may use some discretion and judgement in how many initial 'reminders' are given.

Any physical incidents will be dealt with as described above.

If the child has an EHC Plan, the school must arrange for an early review to take place before considering any further consequences e.g. exclusion.

Anti Bullying

Partney CofE Primary School takes the issue of bullying very seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects. Bullying is defined as 'a wilful, conscious desire to hurt, threaten or frighten someone, whether physically, verbally or both, over a period of time.' Children are encouraged to inform a teacher if any incident occurs in school. This is a key issue in overcoming any problem of this nature.

During PSHE and other areas of the curriculum, measures are taken in an attempt to prevent all forms of physical, verbal and emotional bullying related to:

- Race, religion and culture
- Homophobia
- Bullying of pupils with SEND
- Sexist bullying
- Cyber bullying

By its very nature, bullying can be underhand and secretive and so children must help us be aware of their problems. We must emphasise to the children that we deal with the problem sensitively. **Every** complaint will be investigated.

We may become aware of an incident through our own observations or through being informed by a parent or child.



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There is never one clear set of actions that are appropriate to every situation. However, the following guidance is followed.

- 1) Incidents should be recorded on My Concern, by the person who deals with the matter. Incidents of a racist nature will be recorded in the racial incident book, kept in the Head Teacher's office.
- 2) Analyse the incidents carefully. You may find that a pattern of situations is revealed. It is then possible to pursue appropriate courses of action considering the pupils involved, circumstances and the consequences.
- 3) Parental co-operation should always be sought from all pupils involved.

ANTI BULLYING ACTION PLAN

We wish to address any issue of bullying in Partney CofE Primary School and the actions taken may include:

- Investigating the report of bullying.
- Dealing with perpetrators and supporting victims.
- Measuring occurrence, frequency, type/form.
- Raising awareness to children, staff and parents.
- Preventing bullying through curriculum inputs, including PSHE and the Goodness and Mercy resources.
- Encouraging children to report occurrences.
- Encouraging children to adopt the right responses when witnessing incidents.
- Ensuring a copy of this policy is available on the school website.
- Displaying the 'Childline' contact number in school.

BULLYING – WHAT TO LOOK FOR

Children often give signs that they may be being bullied. They may:

- Be frightened of walking to or from school.
- Not want to come to school.
- Feel sick in the mornings.
- Start to do their work badly.
- Become quiet and withdrawn.
- Wet the bed.
- Lose their appetite.
- Ask for money (to pay a bully).
- Become aggressive and unreasonable.

WHAT STAFF SHOULD DO IF THEY SUSPECT BULLYING

- Ask other staff if they have noticed anything.
- Inform all staff so they can look out around school and on the playground.
- Ask the child concerned what is wrong – they might be looking for an opportunity to 'open up'.
- Inform the Headteacher who will talk to the child.
- Keep a record of incidents on My Concern.
- Voice any concerns to parents.
- When facts have been gathered the Headteacher will take action.

WHAT CHILDREN SHOULD DO IF THEY SUSPECT BULLYING

Children should be encouraged to:

- Ask the child being bullied to join in their game.
- Not smile or laugh with the bully.
- Tell a member of staff.
- Tell the bully to stop.



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- Show the bully they don't approve by walking away.

WHAT A CHILD SHOULD DO IF THEY ARE BEING BULLIED

The child should be encouraged to:

- Look the bully in the eye and tell them to stop.
- Get away from the bully as quickly as possible.
- Tell a member of staff straight away.
- Keep on talking to ensure they have been heard.
- Not put up with it.
- Not blame themselves.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Safeguarding & Child Protection	▪ Health & Safety
▪ Supervision of Pupils	▪ Positive Handling (Restraint of Pupils)
▪ Pupil Exclusion	

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Appendix 1

Golden Rules:

Golden Rules

We

- **Keep hands and feet (and other objects) to yourself.**
- **Listen to and follow instructions the first time.**
- **Have the right equipment at the right time in the right place!**
- **Talk calmly and politely to pupils and staff**
- **Talk when it's your turn.**
- **Walk in School.**

We don't:

- **Kick, hit, push or harm other people or equipment.**
- **Shout and scream at other people.**
- **Talk, when we need to listen.**

Recognition

- **Recognition and a Gold sticker in our Golden Assembly**
- **Photos of you or your work for your class board**
- **Your class's own recognition as agreed with your class teacher!**

Consequences (within one day)

Stage 1: Reminders of the rule, chances for calming down, chance for repairing relationships.

Stage 2: Quiet Reflection time (of appropriate length, timed and supervised)

Stage 3: HT to contact parents/carers by phone, email or letter.

Start afresh the next day!

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Appendix 2 - School Procedures and Protocol

To help the school run smoothly on a daily basis, the following procedures are agreed with staff and are constantly reviewed in the event of any changes to personnel or buildings. They are also outlined in the school Handbook.

Before School

- Late pupils to arrive via Main Entrance and be entered in the late book by a member of staff and a reason supplied.
- A member of staff to be on duty to greet children and parents at 8.45 am.

Collective Worship

- Children to enter and leave the hall quietly.
- To sit down when asked by the Head teacher or class teacher.
- Sit quietly and/or as still as possible, taking into account a child's physical and emotional needs.
- Teachers to sit angled from the front to assist with encouraging good behaviour.
- Collective Worship to start at 2.30pm
- Staff to be a good role model for behaviour in Collective Worship.

Breaks/Playground

- Two members of staff on duty at break and lunchtimes.
- Children to be visible to staff on duty at all times.
- Behaviour Policy applies outside. Please inform class teacher of any harmful behaviour; e.g. any fighting, physical violence should automatically be referred to Head Teacher and a statement made.
- Children are not to go into Class One garden or on the grass unless Teacher or TA on duty has given permission.
- Children must not sit or climb on fences or tables.
- Children must never leave the playground without permission.
- On first whistle children gather quietly on the playground then on second whistle they enter school one year group/class at a time, or in groups that minimise crowding in corridors or cloakrooms.
- The staff car park, and shed are all out of bounds unless supervised by a member of staff. Please inform HT.
- Shoes must be kept on at all times.
- If children are staying inside school to do a job supervised by Teacher/TA at lunchtime the Midday Supervisor must be informed.

Behaviour Around School

- Please follow the Golden Rules throughout the school at all times and in all places including toilets. The rules and consequences apply to before and after school clubs too.
- Children should be reminded and encouraged to walk quietly around school.
- Children should be escorted by a teacher or TA when moving from class to class in groups.
- Children must never let adults into the school even if they know the adult. (Green door buttons)

At the End of the School Day

- All children leave by their class doors and must be given to parents and/or authorised collectors.
- If not collected the child will be supervised at the Home2 School club at 3.15 pm.
- All club children will be collected by the club leader and delivered back after clubs at 4.15 pm or the arranged finishing time .
- Home2School pupils are to be collected from the office entrance.

Trips and Sports Tournaments

- Our Golden Rules should be routinely reinforced on School Trips
- Safety and behaviour talk must be carried out by a Teacher beforehand in conjunction with the completed risk assessment.



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Appendix 3

Early Intervention Meeting

**Partney Church of England Primary School
Early Intervention Meeting**

Name of Child:	
Date of Meeting:	
Present at the Meeting:	
What has happened to trigger this meeting?	
What has the impact of this behaviour been?	
What are the views of the child?	
What are the views of the parents/carers?	

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Curiosity Compassion Courage

What is the view of the school?

In the Next three weeks:

What the child will do:

What the parents/carers will do:

What the school will do:

Review meeting will be held on: