Pelsall Village School
Every Child Every Chance Every Day

Behaviour and Discipline Policy
A Restorative Approach

Policy Reviewed By: G.Bagley
Reviewed Date: 20.9.24
Next Review: 20.8.25 (or subject to changes)

1. STATEMENT

Pelsall Village School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and management not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. INTENT

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure there is a consistent practice of the agreed behaviour strategies
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners to control of their behaviour and be responsible for the consequences of it – (self regulation)
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To acknowledge that we identify and understand that the same measures cannot be applied to all children or at any point in time as there are key factors that have to considered: SEMH, medical diagnosis (such as ASD) will impact on children's behaviours and these are recognised in the individual approaches that are frequently employed.
- To not tolerate bullying or racism of any kind.

3. PURPOSE

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive intentions
- To support/promote the intention that 'Nothing stops the Learning'

4. PELSALL VILLAGE PROCESSES

For the behaviour policy to be successful, it is vital that **ALL STAFF** are consistent in their approaches to several key elements that all support the exemplary behaviour Pelsall Village School is committed to promoting and nurturing.

4.1 CONSISTENT CREATION OF POSITIVE RELATIONSHIPS

- All staff to meet and greet children whenever possible. This relies on clear management of time by staff, especially following break or lunch times.
- Staff to maintain 'interest' in all children through building knowledge of each individual child.
- RIP/PIP (Reprimand in Private/Praise in Public) – This ties in with 'Noting Stops the Learning' and 'Positive Rewards'

4.2 REINFORCE 'READY, RESPECTFUL, SAFE'

These will become the three key words that children will learn as the school 'rules' or expectations. This simplifies the process for the children.

- Are children 'Ready' to learn? When this is achieved by all, then 'exemplary' learning behaviour can be seen.
- Are children being 'Respectful' – This specifically applies to 'Personal Space' which is consistently used as a tool to manage behaviours around school.
- Are children being 'Safe' – Is the action a safe one or could it cause a problem for the individual or others?

4.3 PLAN AND ORGANISE ENGAGING LESSONS

- All lessons are appropriately and sufficiently resourced so that no behaviour interruptions can occur.
- Lessons engage children from the outset with well timed and accurately challenged activities.
- Teacher input is kept to a minimum to allow more time for children to be actively engaged and on task.

4.4 CONSISTENTLY DEVELOP VALUES OF GOOD CITIZENSHIP

- All staff will promote the school values and 8 citizenship values as part of daily work with children.
- Values recognised in FAB rewards and end of tern special awards assembly (this is shared directly to parents)
- Values promoted through school's CORD sessions (Citizenship, Oracy, Resolution, Destination) – This weekly time with class develops and manages behaviour through key areas of learning)

4.5 CONSITENTLY FOLLOW THE 'HOW TO DEAL WITH POOR BEHAVIOURS' PROCESS.

1. Attempt non verbal communication to change behaviour (RIP) – this may involve moving to a children and removing an object that is becoming a behavioural issue and stopping the learning. This can also include issuing a 'warning' as part of the 'behaviour slip' process.
2. Verbal communication following RIP – this should be done when class are engaged in an activity (this could be created) then staff member to speak with child (at their level) by their side. (This should not be the child visiting the teacher's desk as this would be 'Public'
3. Use 'Time Out' Tool Kit. Follow clear Dialogue:
   - Again speak to the child in Private.
   - Clearly state the behaviour " (Name) You are ……"
   - Clarify the impact "I can see you are frustrated and not ready to learn at the moment"
   - Work collaboratively, "Do you think you need 5 minutes to 'Calm, Think, Prepare'
   - If children agree then they take the tool kit to an agreed quiet space (this can be outside the classroom)
   - Explain to the child that following the 'warning' the 'behaviour slip' will be completed which will lead to a consequence.
4. DE-ESCALATION FAILURE – When child's behaviour doesn't improve with return to class work then the following should happen:
   Teacher will hold a conversation with the child out of the classroom (as privately as possible). Teacher to review the concerning behaviour before explaining clear expectations for the remainder of the lesson. The teacher will also explain the consequence if the teacher expectation is not met (see 5).
5. The use of the 'behaviour slip' – The behaviour slip identifies 'known' behaviours that do not support the INTENT of this policy.

Name:		Class:		Time:
	Talking during learning		Disrupting the learning		Not completing learning tasks
	Getting out of seat		Not looking after equipment		Being disrespectful to staff
	Invading personal space		Saying a 'put down'		Not being 'calm' in communal areas
	Physically hurting another pupil		Swearing or similar		

The highlighted behaviours are those that do not support effective learning for both the individual and others in the classroom.
Following a 'warning' that describes one of the behaviour slip behaviours, the teacher can 'tick' the relevant behaviour. The consequence for this behaviour is reflection time during the next available break or lunch time. This is held in a 'consequence room' with a member of the SLT where a restorative style discussion takes place.

The behaviour slips are kept as evidence of behaviour concerns and parents can be informed immediately of the behaviour via an app message. (this supports parent requests to be informed about their child's behaviours).

6. SLT/Teacher/Child restorative conversation.
   When a child fails to respond to any of the process or is showing behaviours that are unsafe to themself or others then a member of SLT will join the Teacher and the child at the next convenient break to hold a Restorative conversation. This conversation will be recorded and stored on the school's revised behaviour log. A letter or phone call to parents will follow. This may lead to a further restorative conversation with SLT/Parent/Teacher and child.

4.6 CONSISTENT REWARDS FOR POSITIVE BEHAVIOURS AND SCHOOL WORK

- Staff to be consistent with use of MERIT system.
- CLASS DOJOS are awarded (PIP) for POSITIVE task outcomes (Being 'READY'; Completing 'Agreed Task'; Showing 'Destination Behaviour'; Demonstrating a Fab 5) – Whenever possible staff will not remove Dojos as this will be Reprimanding in Public (unless done privately with child)
- SUPPORTING DISENGAGED LEARNERS (which may lead to behaviour issues)
  Agree with SLT or MIDDLE LEADER to send child to share work positively and gain extra merit.
- FAB 5s awarded every Friday in classrooms with Merits by Head teacher. Pupil of the week to be awarded by Class Teacher with explanation and examples. Pupil of the week winners to then visited Head Teacher's room for cake and drinks at 2:45 every Friday as additional reward.
- Class Assemblies on weekly basis to share positivity, learning and awards with parents.
- Special Award assembly at the end of each term to recognise excellence and to include Citizenship award.
- Class Agreed reward for achieving Destination Target (Friday pm)

GOLDEN TIME is removed as an end of term activity. This removes the additional Bronze, Silver, Gold layer and simplifies the process to managing behaviour.

4.7 CONSISTENT SUPPORT OF COLLEAGUES

- Staff managing a behaviour issue should be supported in the following way:
  1. Initially leave colleague to manage the issue – do not interrupt or make a comment.
  2. Remain in the vicinity and ask if the colleague would like any support if there is no sign of de-escalation.

3. Support as agreed following escalation but leave all the dialogue to colleague.

5. MANAGEMENT OF PLAY and LUNCH TIME BEHAVIOUR

These are important times during the school day when children are away from the classroom environment and potentially mixing with different children in a wide range of activities. The management of the behaviours needs to be consistent and very carefully monitored with a definite focus on 'Prevention' through detailed observation.

1. KS2 lunch times will have a revised structure with children playing outside in the first instance and then having their lunch in the hall before returning to the class for afternoon sessions.
2. Playgrounds will be provided with a range of suitable play equipment that children can use to stay engaged.
3. Staff on duty will stand in designated areas so that all areas of the playground can be observed and 'prevention' occur more frequently.
4. Any observed behaviour issues should be dealt with using the RIP process. Therefore, staff should make their way to the child(ren) before discussing the concerning behaviour. Use of a whistle or shout to draw attention to the behaviour often results in 'flight' and escalation of the problem.
5. 4/5E is available at lunch time for children not wanting to 'Play Outside' – this will provide an opportunity for calm activities such as colouring, reading, board games.
6. Football is awarded to children on Friday play and lunch time for GOOD play and LUNCH behaviours throughout the week – This is termed 'FOOTY FRI'

6. Recording and Monitoring Behaviour

Formal recording of behaviour concerns occurs at the point where a child receives a 'behaviour slip' and/or the teacher/parent and pupil hold a restorative conversation about behaviour. This is recorded on a 'Behaviour reflection' form (see appendices) and saved on to the school computer system. This is the Behaviour Log.

This also occurs at the next stage when SLT/Parents/Teacher and child hold a meeting to discuss behaviour.

The number of Behaviour reflection meetings is reported to Governors on a termly basis along with any short term or permanent exclusions.

Staff also formally record any use of 'Team Teach' (physical restraint) of a child. Staff are trained to use appropriate techniques only when absolutely necessary.

The Head teacher and SLT will regularly monitor the effectiveness of the policy and administration of agreed methods by staff. The outcomes of these observations will be used to inform any subsequent changes to the policy.

7. The role of the class teacher and Safeguarding Manager (DSL)

It is the responsibility of the class teacher to ensure that the school expectations are enforced in their class, and that their class behaves in a responsible manner during lesson time. This responsibility also applies when children are not in school. This includes:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

7.1 The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

7.2 The class teacher treats each child fairly and enforces the school expectations consistently. The teacher treats all children in their class with respect and understanding.

7.3 The class teacher ensures that the behaviour log is used consistently and fairly and that all recordable incidents are entered on to the computerised system following the Reflection meetings with parents and child.

7.4 The Safeguarding Manager will identify, through scrutiny of the behaviour log, any behaviours that may lead to children not being safe in school and will then act accordingly.

7.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. This includes the termly parents' evening meetings where behaviour standards are shared with parents. The class teacher, Safeguarding Manager or Head teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

8. The role of the Headteacher

8.1 It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and beyond the school gate, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

8.2 The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head teacher will also organise pastoral care if required, for staff accused of misconduct.

8.3 The Head teacher records/monitors all reported serious incidents of misbehaviour on the behaviour log. More general concerns are recorded by the Safeguarding Manager.

8.4 If there is strong suspicion that a child has an inappropriate item in their possession, the Head teacher, together with a member of the leadership team, may search the child.

8.5 The Head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, children will be referred to the Pupil Discipline Committee of the Governing Body. They will decide on an appropriate course of action which may include permanent exclusion. There will however, be exceptional circumstances where, in the Head teacher's judgement, it is appropriate to permanently exclude a child for a first or "one off" offence. This might include for example, serious actual or threatened violence against another pupil or member of staff. Both these actions are only taken after the school governors have been notified.

9. The role of Parents

9.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

9.2 We explain the school expectations in the school prospectus, and we expect parents to read these and support them.

9.3 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 immediately if we have concerns about their child's welfare or behaviour.

9.4 If the school has to use reasonable sanctions to discipline a child, parents 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 Head teacher and finally the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

10. The role of governors

10.1 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 Head teacher in carrying out these guidelines.

10.2 The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour. Children whose behaviour consistently causes concern may be asked to speak to Governors on the Pupil Discipline Committee.

11. Fixed-term and permanent exclusions

11.1 Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

11.2 If the Head teacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Head teacher 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.

11.3 The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

11.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head teacher.

11.5 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

11.6 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

11.7 If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

12. Safeguarding – Regulations and Guidance

12.1 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Guidance 00295-2013: *Use of Reasonable Force in Schools (*and interpreted in our Care and Control Policy). Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Staff have undertaken 'Team teach' training and all incidents are logged and recorded.

12.2 All actions taken sit within the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of children with special educational needs.

12.3 All staff are aware of safeguarding issues that can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. This could, for example include girls being sexually touched/assaulted or boys being subject to initiation/hazard type violence.

Staff are clear as to the school policy and procedures with regards to peer on peer abuse as defined in the anti-bullying schools' behaviour policy and broader child protection procedures.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims

13. Review

13.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

COVID 19 Practice
(This remains part of the policy despite the reduced risk at the time of writing the policy)

Behaviour Principles to reduce the spread of COVID 19

In light of the COVID 19 pandemic, there is a need for children to behave differently during the phased return to school. These include:

- Using the new separate entrances established for each of the year groups during arrival and departure
- following school instructions on hygiene, such as handwashing and sanitising
- following instructions to remain in the class group (social bubble)
- moving around the school as per specific instructions (for example, one-way systems, out of bounds areas, queuing)
- following the guidance about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands
- tell an adult if you are experiencing symptoms of coronavirus
- rules about sharing any equipment or other items including drinking bottles
- Follow the expectations about breaks or play times, including where children may or may not play
- Follow the rules around the use of toilets – one person at a time and use to only use the toilets designated for their class group
- Coughing or spitting at or towards any other person will not be tolerated

Adherence to the behaviour principles will be rewarded as follows:

- teachers will praise children for adhering to the principles
- teachers will give children merits and reward stickers for adhering to the principles
- 'Pupil of the week' will continue with a certificate and badge awarding in the class group
- The Head teacher will continue to recognise exceptionally good behaviour and effort with a weekly award

Sanctions for children who fail to follow the behaviour principles, are as follows:

- A full explanation will be given to the pupil, detailing why the rule they have broken is in place and how to adhere to the rule in future
- A verbal warning will be given to the pupil if they breach any of the rules again
- The Head teacher or Deputy will be informed and then speak to the pupil if the rules continue to be broken.
- If the pupil continues to ignore the behaviour principles, the parent / carer will be contacted and asked to collect their child.

Links with other Policies:

In support of the Behaviour policy also refer to:

- Child protection and Safeguarding policy
- Online Safety Policy
- Anti-bullying policy