



Petersfield Church of England (A) Primary School

Behaviour

Overview

Effective behaviour management can only be achieved by a collective and consistent approach by all members of staff, who must embody the school values themselves, modelling their implementation to the pupils. It is they who determine the environment in which good staff and pupil relationships can develop. Staff will show empathy and differentiate their approach to children according to their needs.

Recognition of special effort and behaviour / sanctions

We want children to be thoughtful, respectful and kind for its own sake, not for a reward. However, we do recognise and encourage special effort, success and kindness in a variety of ways. Restorative approaches are our main strategy for dealing with negative behaviour, helping children to understand the consequences of their behaviour and its impact on others. Protective and educational consequences are used to help modify behaviour and to keep the school safe.

School rules

The school rules are clearly displayed in all classrooms. These are:

- We are kind—we don't hurt other people's feelings
- We are honest—we don't cover up the truth
- We listen carefully—we don't interrupt
- We are gentle—we don't hurt others
- We work hard—we don't waste our own or other people's time
- We look after property—we don't damage things

Team Points

There are 3 Houses at Petersfield Primary School: blue, yellow and green. When children start school, they are allocated a House team.

Pupils are awarded 'Team Points' for good behaviour and excellent learning. Each reward in a book (e.g. sticker or 'TP') earns a team point. Adults may also give team points for excellence around the school. Team points should be added to the correct Team's collection tubes. Year 6 are responsible for collecting, counting and redistributing counters before the Headteacher's Assembly on a Friday. Each week the winning team will be recognised in assembly. Each half term, the winning colour will receive a reward e.g. extra playtime.

Supporting children with ESMH

Where children are having difficulties accessing the curriculum due to emotional, social and mental health difficulties, they are identified by staff and the SENDCO. A Pastoral Support Plan (PSP) and/or Risk Management Plan (RMP) is completed, outlining the strategies and provision to help the child improve their behaviour. Parents and pupil are involved in creating the plan and support and guidance may be sought from the Educational Psychologist / Specialist Teaching Team. If the child meets the criteria for inclusion in Play Therapy they will be assessed and placed in the group or on the waiting list for the support.

Communication and Parental Partnership

High priority is given to clear communication within the school and to positive partnerships with parents. Our expectations are made clear in our Home School Agreement and in all contacts with parents. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns and of the steps which are being taken in response. The class teacher is responsible for establishing and maintaining contact with parents of children whose

behaviour is a cause for concern, with the involvement of the Senior Leadership Team (SLT) where appropriate.

The power to discipline beyond the school gate

The school will investigate any incidents of behaviour beyond the school gate (including bullying) which occurs off the school premises which are witnessed by a member of staff or reported to the school. This includes during a school related activity, travelling to and from school, where a pupil is wearing school uniform or where a pupil is identifiable as a pupil of Petersfield in some other way. In particular the school is duty bound to investigate any incidents which could have repercussions for the orderly running of the school or where a threat is posed to another pupil or adult or where an incident could adversely affect the reputation of the school. The school behaviour policy will inform any action resulting from such investigations. During the course of the investigation, the Headteacher will consider whether it is appropriate to notify the police, local authority or follow Safeguarding procedures.

Pupil participation – we encourage children to take responsibility and to make decisions. We work to ensure that all children in our school become independent learners and are able to share their concerns with any member of the school staff. Pupils are encouraged to share their views and feelings through circle time and work using the Cambridgeshire Personal, Social, Health and Citizenship Education (PSHCE) scheme and Social and Emotional Aspects of Learning (SEAL) programme. The School Council provides an additional voice for pupils to share their concerns and to highlight any issues regarding behaviour.

Monitoring and evaluation

The Senior Leadership Team (SLT) monitors the implementation of this policy and is pro-active in promoting good behaviour and discipline. The

Governing Body supports the school to ensure that the aims of this policy are implemented and are reviewed on an annual basis. The draft policy is under consultation in the Autumn term (2018) following additional whole school County Step On training during the September INSET day. The school also analyse the behaviour incidents recorded in the behaviour books to identify any patterns or places of groups involved.

The role of governors

At Petersfield, the Governing Body supports the Headteacher in all attempts to promote good behaviour and discipline at Petersfield. The Governing Body monitors behaviour and reviews the effectiveness of this policy regularly. Parents can ask the Chair of Governors to investigate concerns regarding behaviour management if they are dissatisfied with the way the school has dealt with the matter. The Governing Body responds within ten days to any request from a parent to investigate. In all cases the Governing Body notifies the Headteacher, who in turn will investigate the incident further and report back to the Chair of Governors.

Please visit our website to find out more about our Behaviour Policy at Petersfield



Mrs Karen Gwynn
Co-Headteacher
Behaviour Lead



Mrs Laura Penrose
Co-Headteacher
Step On Tutor

Behaviour at Petersfield

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Co-Headteachers
Mrs Karen Gwynn
Mrs Laura Penrose

SENDCo
Mrs Laura Penrose

Please take a leaflet.

**Working together both to safeguard and to
enable all our children to reach their full
potential.**

If you are unsure about anything or have any questions or concerns during your visit, please inform a member of staff immediately or let the school office know.

September 2018