



Petersfield Church of England (A) Primary School

Positive Behaviour

Overview

Our behaviour policy exists to support adults and to provide children with the best circumstances in which to understand how to behave in a pro-social manner and to understand their social responsibility, both in and out of class and in the wider community.

Pro-social behaviour is behaviour which is positive, helpful, and values social acceptance.

The key purpose of this policy is to provide a safe, happy, engaging and caring environment in which everyone is given the opportunity to learn and develop positive, pro-social attitudes and values.

Through the daily living of our school values, our commitment to our vision, our school curriculum and collective worship, adults model and remind children of behavioural expectations. Our children have a responsibility for their behaviours and are given support to demonstrate pro-social behaviours.

School Rules

Our school rules are that all members of the community should be:

Kind Responsible Safe

Our Non-Negotiables and school routines detail the behaviours that enable everyone to follow the school rules.

Praise and Rewards

We aim to enable our pupils to develop the understanding that their positive, pro-social behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we aim to 'catch the children getting it right' through specific, labelled, verbal praise. In school, children may be rewarded by any adult for pro-social behaviour with direct, labelled

praise, which labels the behaviour shown, or through the receipt of a team points and 'Tickled Pink' slips.

Team Points

There are three houses at Petersfield Primary School: blue, yellow and green. When children start school, they are allocated a house team. Siblings are always in the same team. Pupils are awarded 'Team Points' for pro-social behaviours 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 are added to the correct team's collection tubes. Year 6 are responsible for collecting, counting and redistributing counters before the Headteacher's celebration collective worship. Each week the winning team and those who have received 'Tickled Pink' slips are recognised in collective worship.

Reflecting on incidents and repairing relationships in order to move forward positively

Finding out why a child acts in a particular way is the key to supporting them in learning how to change their behaviour. Our Positive Behaviour Policy and Anti-Bullying and Prejudice Related Incidents policies set out the levels of behaviour and the appropriate response to ensure consistency across the school. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting anti-social behaviour and to change the circumstances in which the behaviour occurs. It is the responsibility of each child to take positive steps towards pro-social behaviour, within the changed circumstances provided.

Consequences, including educational and protective consequences, are used in line with the Cambridgeshire Steps approach. Adults have the responsibility to use consequences that are logical and therefore linked to the behaviours shown; this should help the young person learn and develop positive coping strategies/behaviours. Consequences act on internal discipline by creating a learning opportunity relating to the anti-social behaviour or the harm

caused. Supporting reconciliation and resolution and looking at choice points allow children to learn from behavioural mistakes, just as they learn if they make a mistake in an academic lesson such as maths.

Supporting children with SEMH

Where children are having difficulties due to social, emotional, social and mental health needs (SEMH), they are identified by staff and the SENDCO. A Assessment, Plan, Do, Review (APDR) and/or Behaviour Plan may be completed, outlining the strategies and provision to help the child demonstrate pro-social behaviour. Parents and pupil are involved in creating plans. Support, guidance and direct work may be sought from external professionals such as playtherapists, educational psychologists and the county specialist teaching team.

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, Positive Behaviour Policy and Code of Communication. Where unsocial or anti-social behaviour is seen, it is important that all those working with the child are aware of this behaviour and of the steps which are being taken in response. The class teacher is responsible for establishing and maintaining contact with parents with the involvement of the Senior Leadership Team (SLT) where appropriate.

The power to discipline beyond the school gate

The positive behaviour policy may be applied where a pupil has misbehaved off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school
- Acting contrary to the positive behaviour policy online

The policy may also be applied where a pupil is off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

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 trusted adult. Pupils are encouraged to share their views and feelings through circle time and work using the Cambridgeshire Personal, Social, Health and Citizenship Education (PSHE) 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 reviewed. The school also analyse the behaviour incidents recorded on the school's electronic system to identify any patterns of behaviour.

Parents should approach their child's classteacher in the first instance if they have any concerns regarding the Positive Behaviour Policy and its application.

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



Miss Kayleigh Whitehead
PSHE Lead



Mrs Laura Penrose
Co-Headteacher
Step On Tutor

Positive Behaviour at Petersfield

**Welcome to
Petersfield Church of England (A)
Primary School**

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Co-Headteachers

Mrs Laura Penrose (SENDCo) & Ms Lynsey Perkins

PSHE Lead

Miss. Kayleigh Whitehead

Please take a leaflet.

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

God teaches us we are all equal, valued and unique. We are a small rural school with deeply held Christian values (Love, Trust, Peace, Creativity & Friendship) which motivate and inspire us to provide a rich & diverse education. **I have come that they may have life, and have it to the full.**

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.