



Pennington C of E Primary School

BeTheBestYouCanBe!



PENNINGTON

C of E

PRIMARY SCHOOL

BEHAVIOUR POLICY

Agreed 12.2.26



Rationale

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy. Pennington C of E Primary school is committed to providing for the needs of all our children by creating a positive and caring ethos that will support our children in developing a love of learning. At PJS, we recognise that most children self-regulate their behaviour and behave very well every day and rarely need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

Our behaviour policy is underpinned by our school values and children are taught to consider these in their behaviour choices. We do not have separate school rules but expect children to demonstrate our values at all times.

This policy is for the vast majority of children. *For those children who require additional support, an individual approach is taken, and which is detailed in their behaviour plan.*

Love Respect Perseverance Courage

Aims

- To encourage children to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To teach children the skills to able to recognise, understand and manage their emotions.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging- feeling safe, secure and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Gaining a sense of pride through positive experiences in learning and social situations is part of the ethos of our school.
- Being able to show empathy and understanding to others is core to our ethos.

Approaches to developing positive behaviours

- Our whole school community will consistently promote its expectations and values.
- All adults in the school community will model good behaviours and provide children with positive role models.
- Adults will be in control of their emotions and deal with negative behaviour in a deliberately calm manner.



- Use incidents where behaviour choices are against our agreed expectations as an opportunity for learning both for pupils involved and for adults planning next steps.
- Adults will give children time to repair the relationship using opportunities during break and lunchtimes.
- For social, emotional and academic learning to be recognised and planned for within the classroom, during transitions and playtimes.
- Our PSHE Curriculum, (Personal, Social and Health Education) is used to provide rich opportunities which are part of all areas of school life and learning.
- For children to take responsibility for themselves and their actions in age appropriate ways.
- When a need is identified, an individual programme of support is planned for in consultation with all staff, the parents and the child and reviewed regularly.
- For those children with identified SEN, appropriate scaffolded support is in place to ensure that they can manage within boundaries appropriate to them.
- Supporting pupils appropriately may require adults to be *flexible* with regards to any additional needs or home circumstances impacting on the child.
- Supporting pupils appropriately may require adults to develop and employ new skills.
- Pupils need to know explicitly what behaviour is expected in different circumstances.
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved. These should take into account the level of emotional development of the individual child.
- Using Fixed Term Internal or External Exclusions may all be part of a positive behaviour approach.
- We recognise and reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.
- Classes identify the skills that need to be taught to that particular cohort of children in order to move their social and emotional development forward.
- Recognising children who go “over and above” is part of the whole school ethos.
- We will ensure the safety, well-being and protection of children, adults, property and the environment.

Rewards at PPS

- Star of the Week every week awarded for the person who has worked hard, tried their best or been an inspiration to others in their class, celebrating children across the school.
- Values Awards are given weekly to those children who have embodied the school’s values
- Attendance Award for the class who have had the best attendance in the school that week – extra 10 minutes play and attendance award for the class with the highest attendance for the term gain a class reward
- House points are accumulated by the school teams and they are displayed in tubes in the front entrance. They are awarded for anything that is good or done well: this could be holding a door



- open, being kind, being polite, working hard, answering well in class etc. At the end of the half term the winning team gets a house point party.
- Stickers are given for anything that is laudable in school.
- Each class has a reward system, which leads to a class reward that is agreed within the class – e.g. marbles in the jar system.
- Reading Challenge celebrates children who read regularly and helps to encourage a love of reading.

Internal Exclusion, Fixed Term Suspensions, Permanent Exclusions

- Using fixed term internal exclusions or fixed term suspensions are only used to provide a clear signal of what is unacceptable behaviour – this is only used when absolutely necessary and any safeguarding risk to a child would be taken into consideration.

Items which are prohibited in school:

- Knives/sharp objects
- Vapes
- Lighters
- Aerosols
- Cigarettes/Alcohol/Drugs

If children are suspected of bringing these items into school, we will contact parents or carers to come into school to check.

This policy should be read in conjunction with the Step-By-Step Approach to Positive Behaviour Management, Teaching and Learning Policy, Curriculum Policy, Anti-bullying Policy, Restrictive Physical Intervention Policy and the SEN Policy.