

# Pot Kiln School



<b>Policy:</b>	<b>Culture and Character</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Status:</b>	<b>Non Statutory</b>
<b>Authorising Committee:</b>	<b>Whole Governing Body</b>
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<b>Authorized:</b>	<b>22.02.2021</b>
<b>Review Due:</b>	<b>01.02.2022</b>
<b>Signed Committee Chair:</b>	
<b>Date:</b>	<b>22.02.2021</b>

Review Date: **February 22nd 2021**

Next Review Date: **Feb 2022**

Signed:

Date:

Designation:

### **Overview**

*Why not a Behaviour policy? This is because this school has historically had issues with high number of Fixed Term exclusions and some of our children come to our school without the supportive behaviour boundaries and love in their lives which may be assumed in other schools. At Pot Kiln we are seeking in 2021 to shift the culture of the school away from focusing on negative behaviours, punishments and detentions which, from research, do not provide a positive outcome for any children.*

*We believe we need to change. We have high expectations for all in the promotion and practise of over and above positive behaviour. Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. We promote consistency, fairness and kindness in our approach across the school. We are building the children's cultural capital.*

*Our key to success is wholly dependent on each and every one of us applying consistency in our responses and being able to respond in an emotionally intelligent and kind way to all forms of behaviour. Regardless of the starting points of individual children high standards of behaviour will be expected and promoted consistently by all and at all times.*

### **Purpose of the Culture and Character Policy**

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

- Foster the belief that there are no 'bad' children, just 'poor choices'
- Reinforce the understanding that all behaviours are methods of communication
- Encourage children to recognise alternative choices and ones that follow the three behavioural rules – Ready, Respectful, Safe
- Promote self-esteem, self-discipline and self-regulation
- Teach appropriate behaviour through positive intervention and reparation

- Recognise individual behavioural norms and respond appropriately

### **Shared Values**

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school and any parents or carers on our school grounds. Positive and productive relationships with children are central to outstanding behaviour management.

All staff and Governors are to read, 'When the Adult Changes Everything Changes' by Paul Dix and undergo Pivotal Curriculum Training. Adults take the lead with children who struggle to maintain positive relationships as behaviour is a means of communication.

At Pot Kiln good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than blind obedience and expect that children behave consistently whilst in school. Adults manage and influence behaviour; children are responsible for the choices they make. All stakeholders, staff, pupils, governors and parents at our school are expected to sign up to the [Pot Kiln Promise](#):

*We promise to **learn** together, **smile** often, keep **safe** and **respect** everybody on our **Pot Kiln** journey to success.*

At Pot Kiln we aim for over and above behaviour that is regularly and consistently named and famed and that permeate our practice and interaction with children.

- We meet and greet; end and send
- We give importance
- We follow up
- We teach routines
- We do not allow strong and negative emotions to dictate adult responses to any behaviours the children exhibit at school
- We step our consequences
- We promote positive self-esteem, self-discipline and self-regulation
- We treat every child as unique and precious.

Our expectations for all members of Pot Kiln Primary School are as follows:

<b>Our Rules</b>	<b>Visible Kindness and Consistencies</b>	<b>Over and Above Recognition</b>
1. Ready 2. Respectful 3. Safe	1. Daily Meet and Greet; End and Send 2. Persistently catching children doing the right thing with sincere and timely praise appropriate to the child 3. Picking up on children who are failing to meet expectations – follow the Sanction Cycle consistently and delivering sanctions with dignity (See Appendix 1) 4. Use of Scripted Interventions (See Appendix 2) 4. Refusal to shout unless safety has been compromised 5. Fantastic Walking throughout the school by all at all times 6. Praising in public, Reminding in private 7. Reparation with Mindful Meetings (See Appendix 3)	1. Live and active Recognition Boards linked to Characteristics of Effective Learning (See Appendix 4). These are changed according to the needs of the class. 2. Pupil of the Week Certificates for over and above effort in learning 3. Positive postcard sent home for over and above positive behaviour 4. Phone call home to praise children for doing the right thing to their parent or carer 5. Verbal praise that is timely and sincere 6. SLT praise (Headteacher sticker) 7. Show work to another/other adult(s) or peer(s) 8. Together work to fill whole class 'Marble' jar for class treat

At Pot Kiln we recognise that all behaviour is a form of communication. Some children may have great difficulty managing self-regulation and self-discipline and this may lead:

- Staff to question if a safeguarding concern is being communicated. At this point, safeguarding procedures will be followed in line with the school Safeguarding and Child Protection Policy
- To these children having bespoke risk assessments and behaviour support plans matched to need
- Fixed Term Exclusions or Permanent Exclusion (see Exclusions Policy)

**Working with Parents, Carers and Guardians:**

In this paragraph, please read the word parents as to indicate parents, carers and guardians.

Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things

are not. Communication with parents on behaviour will aim to be positive in the main. However, mindful meetings for negative behaviour may also involve parents and carers as the needs of the individual child dictates.

Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents must work in partnership. Simple agreements that give the child the same message have maximum impact. The 'pincer movement' between a professional and a parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner.

Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents may be asked into school to help support the school in the management of their child's behaviour.

### **Monitoring**

Individual Risk Assessments and Behaviour Support Plans will be monitored by the SENDCo and staff working with the particular child. The Deputy Headteacher and Headteacher can also give support in this area where required.

Fixed Term and Permanent Exclusions will be monitored by the Headteacher, Deputy Headteacher and the SENDCo where appropriate.

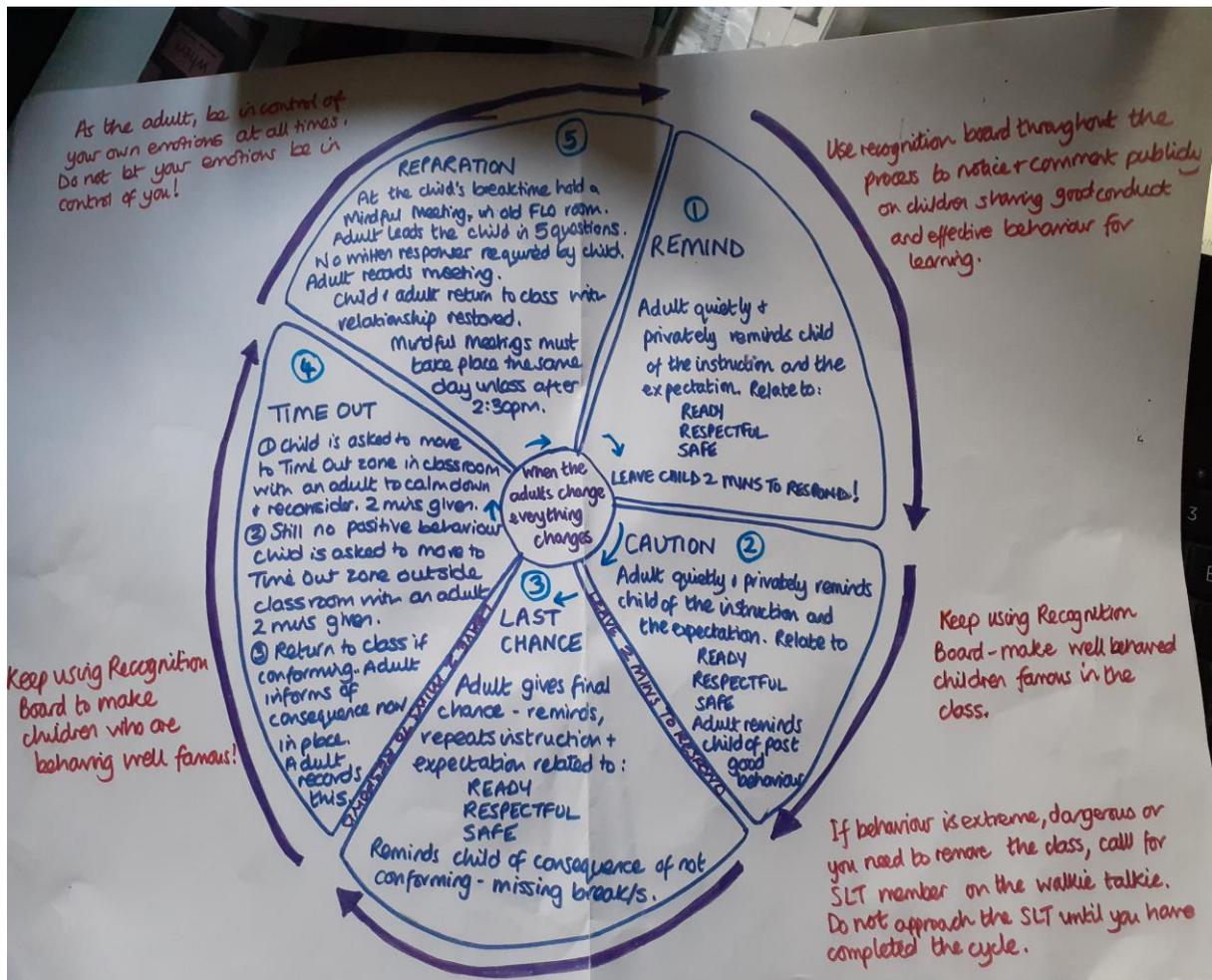
Mindful Meetings will be monitored by the Deputy Headteacher.

### **Outcomes**

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations of the school. It will be used to promote community cohesion.

**Appendix 1**

**Pot Kiln Sanction Cycle**



## **Appendix 2**

### **Scripted Interventions for the Sanction Cycle**

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message and (in some points in the cycle) walk away	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)                      This is a REMINDER that we need to be (Ready, Respectful, Safe)                      You now have the chance to make a better choice                      Thank you for listening                      Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'                      Walk away.</p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)                      This is the second time I have spoken to you.                      We will speak after this lesson/in 2 minutes                      If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),                      Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation                      Walk away                      Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME AWAY	<p>I noticed you chose to ..... (noticed behaviour)                      You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)                      Playground: You need to .....(Stand by other staff member/ me / Sit on the bench/ stand by the wall etc)                      I will speak to you in a few minutes</p>

	<p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>DO NOT describe child's behaviour to another adult in front of the child*</p>
<p>4. REPARATION</p> <p>repair &amp; restore</p>	<p>The child will have time to reflect upon their behaviour within a Mindful Meeting. The child(ren) will have an opportunity to share their side of a story if this is needed before reflection. The Mindful Meeting is conducted by the adult who has had to send the child out or speak with the child(ren).</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

**Appendix 3**



# Mindful Meeting Notes

<b>Name:</b>	<b>Date:</b>
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The Restorative Five:

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) Who has been affected?
- 5) What should we do to put things right for now and the future?

For KS1 children the questions could simply be:

- 1) Who else has been affected?
- 2) What can we do to put things right?

## **Appendix 4**

**Recognition Boards** – Every classroom has a live and active Recognition Board which focusses on celebrating a Characteristic of Effective Learning relevant to that class at that time and specifically being taught within that class. This is reviewed daily by the class and the staff based in the class, to celebrate improvement, and can be changed at least daily. The Characteristics of Effective Behaviour need to link with the Thrive Class profile completed termly. The Deputy Headteacher will complete

regular Learning Walks to ascertain the effectiveness of the Recognition Boards and the extent of improvement in learning behaviours in every class over a sustained period.

When a child demonstrates that focused characteristic, their name is added to the board and it is publicly named and famed as to why they are there. Their name remains on the board and cannot be removed for that particular day/session of time where the characteristic is being focused on – this achievement cannot be undone by other negative behaviours. The child can show additional examples of the characteristic being taught and a tally placed against their name. Each class works collaboratively and supportively to achieve the aim of everyone having their name on the board during that session/day. The boards will be refreshed according to the needs of the class but will be refreshed at least daily so this is a dynamic behaviour management tool used consistently across the whole school.

**Class 'Marble' Jar** – Each class has a jar to fill. For EYFS and KS1 the aim is to fill the jar weekly. For KS2 the jar can be filled up to every two weeks. A 'marble' is placed in the jar when a child is seen to behaving 'over and above' the expectations. 'Marbles' can **never** be removed from the jar and removal **cannot** be used as a verbal threat. Once the jar is full every child within the class gets a treat. The treat is usually a cost-negative or nearly cost-negative (financially) and is chosen by the class themselves. However, the class budget can be used to support treats if needed – each class has £200 per term for resources including treats. Each class works collaboratively and supportively to achieve the aim of filling the jar and achieving the treat. The jar will be emptied once full and refilling begins again.

**Meet and Greet; End and Send** – Every child is met by an adult at the beginning of the school day and greeted with a well-mannered social routine that is welcoming to the child and demonstrates visible enthusiasm for the day ahead. Every child is sent off of the school grounds every day by an adult with a well-mannered social routine that thanks them for the day together, lets them know that they are supported and cared for and that someone looks forward to seeing them tomorrow.

**Fantastic Walking** – Every child and adult will transition around the school holding the same posture: hands behind back, chest out, walking tall and proud with kindness and consent.