

Pot Kiln School



Culture and Character Policy

Ready, Respectful, Safe

'Visible Consistency, Visible Kindness'

Review Date: August 2023

Next Review Date: September 2024

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 continuing 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 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 or guardians 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. All adults are the strategy for managing their own and the children's behaviour.

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 and beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school. See Appendix 7). 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
- We take time to talk (Mindful Meetings) and restore with all involved

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

Our Rules	Visible Kindness and Consistencies	Over and Above Recognition
1. Ready 2. Respectful 3. Safe	1. Daily Meet and Greet; End and Send 2. Consistently catching children doing the right thing with sincere and timely praise appropriate to the child	1. Live and active Class Dojo boards linked to Characteristics of Effective Learning (See Appendix 5). These are changed according to the needs of the class.

	<p>3. Picking up on children who are failing to meet expectations – follow the Sanction Cycle consistently and delivering sanctions with dignity (See Appendix 1)</p> <p>4. Use of Scripted Interventions (See Appendix 2, 4)</p> <p>4. Refusal to shout unless safety has been compromised</p> <p>5. Fantastic Walking throughout the school by all at all times</p> <p>6. Praising in public, Reminding/reprimanding in private</p> <p>7. Reparation with Mindful Meetings (See Appendix 3) with all involved in any incidents.</p>	<p>2. Pupil of the Week Certificates for over and above effort in learning</p> <p>3. Positive postcard sent home for over and above positive behaviour</p> <p>4. Phone call home to praise children for doing the right thing to their parent or carer</p> <p>5. Verbal praise that is timely and sincere</p> <p>6. SLT praise (Headteacher sticker)</p> <p>7. Show work to another/other adult(s) or peer(s)</p> <p>8. Together work to fill whole class 'Marble' jar for class treat</p>
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Pot Kiln is Thrive school and we recognise that all behaviour is a form of communication. When children don't have the language to explain how they feel and what they want/need, the only way for them to tell someone what is going on emotionally, and what they need is through their behaviour.

Children could be communicating a range of things including:

- That a basic need has not been met e.g. they are hungry, tired, thirsty, hot/cold.
- There is a sensory overload or discomfort e.g. it's too noisy, their t-shirt label is itching.
- A feeling that they cannot manage e.g. they can't do the work, a previous memory has been triggered (e.g. by a song or the colour of someone's jumper), in their opinion a rule has not been applied consistently.

The expectation at Pot Kiln is that all staff, alongside the scripted interventions in Appendix 2, follow the Thrive process outlined in Appendix 4 to support children to make the connections between experiences, contexts and language and build the parts of their brain that help them to be emotionally resilient and competent.

Some children may have great difficulty managing self-regulation and self-discipline and this may lead/require:

- 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 and that consider the school's legal duties under the Equality Act 2010, in respect of SEN (Special Education Needs) students
- 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.

Confiscation, banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present.

Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- fireworks
- any mobile/electronic device including mobile phones
- anything else perceived to pose a threat to pupils at the school

Implementation

It is the responsibility of the Headteacher and all the staff to implement the school Culture and Character policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school, alongside the staff.

The Headteacher supports the staff by enabling all staff to implement the policy. The Headteacher supports the staff by setting the standards of behaviour. The Headteacher is supported in this role by the SENDCo and Senior Leadership Team.

The tenants of this Culture and Character Policy are given in Appendices 5 and 6. Appendix 6 is a poster which is up and around the school for adult reference.

Monitoring

Individual Risk Assessments and Behaviour Support Plans will be monitored by the SENDCo and staff working with the particular child, including all class-based staff, not solely the 1:1 staff member. The Senior Leadership Team and Headteacher can also give support in this area where required.

Internal suspensions and external suspensions, and Permanent Exclusions will be recorded and monitored by the Headteacher, Senior Leadership Team and the SENDCo where appropriate.

The Headteacher has the authority to exclude a pupil for acts of inappropriate behaviour which contravene the school rules of Ready, Respectful and Safe. Please see the school's Exclusions Policy for further details.

Significant behaviour incidents (both positive and negative) are recorded on CPOMS by all staff. Incidents are monitored and reported to Governors by the Headteacher, Senior Leadership Team and SENDCo where appropriate.

Mindful Meeting Records will be kept, monitored and reported to Governors by the Senior Leadership Team.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

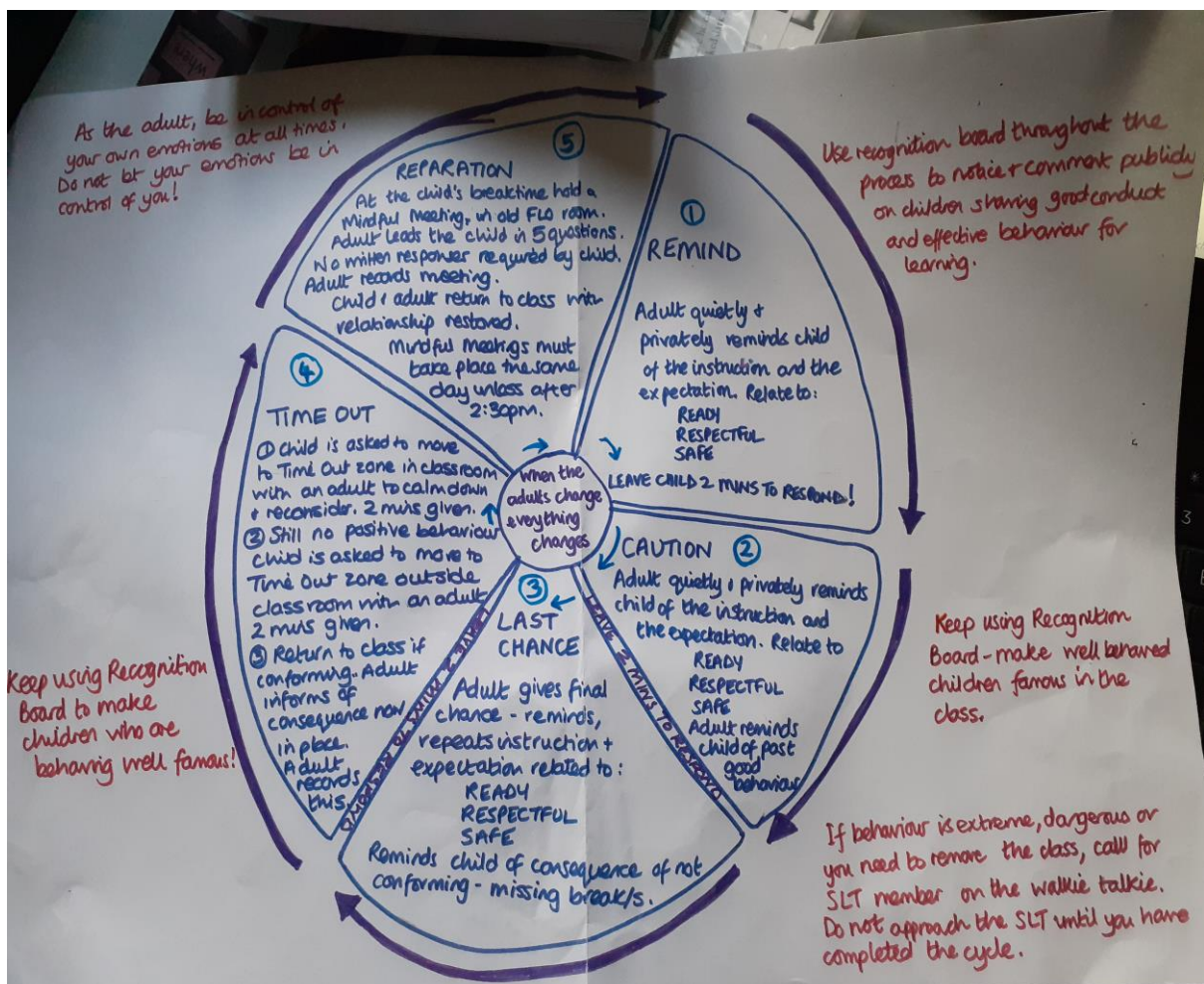
The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve.

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

Stepped Boundaries - 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 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.' DO NOT describe child's behaviour to another adult in front of the child*</p>
4. REPARATION repair & restore	<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>
*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

Appendix 3



Mindful Meeting Notes

People present at the meeting:

Date:

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?

(See back of page for alternative coaching questions to aid the meeting)

For KS1 children the questions could simply be:

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

At the end of meeting please discuss and note Next Steps/Consequences

- Who could you ask for help?
- What do you need in order to get back to work?
- How can we move forward from here?
- If you tried that, what do you think might happen?
- Is there anything stopping you from... ?
- What would your best version of yourself do next?
- What does success look like?
- Have you tried to solve the problem? How?
- What do you need most right now?
- What is important about that to you?
- How can using a trusted adult help you?
- Why not?

Appendix 4

Thrive Process

Step	Key points/questions to ask yourself	Example
<p>1. Observe the behaviour</p>	<p>What is the trigger? How is the child behaving?</p>	<p>Joe has told Rob (again) that he can't play football at break with him and his friends. Rob knocks over chairs and kicks a bin on the way out of the classroom. He is now sat under a table in the cloakroom.</p>
<p>2. Consider the emotion</p>	<p>What is the emotion being expressed through the behaviour? How would I feel if ... ?</p>	<p>Ask yourself 'How would I feel if I was excluded from others?'</p>
<p>3. Attune, validate, contain, calm and soothe.</p>	<p>Attune: Show you can catch how they feel through facial expressions, body language, gesture and noises. Validate: validate the child's perspective/experience/feeling (avoid reassuring, persuading otherwise, contradicting). Contain: Show that you can catch and understand the pitch/intensity/quality of their feeling and that you can bear it. Soothe: Soothe and calm their distress.</p>	<p>'Oh dear...' attuning and containing in tone, stance and proximity to Rob (get down to the child's level, or below if possible, so here sitting on the floor near Rob would be good). 'They don't want to play with you again.' 'Left out again... this is horrid for you.' Catch it, match it and digest it by thinking about it and offering it back, named in small digestible pieces.</p>
<p>4. Focus in (later)</p>	<p>Shine the light on the behaviour and underpinning feeling.</p>	<p>'When you are left out and others are unkind to you, you struggle to manage those feelings – it looks like you are really angry'.</p>

<p>5. Wonder if (maybe at another time)</p>	<p>Lend your adult brain to develop thinking e.g. 'I am wondering if it would be helpful if...' (not as a question, but a statement).</p>	<p>'I'm wondering if it would be helpful if I sat beside you. When I see you knocking things over and kicking things, then hiding under the table that says to me 'Rob is not ok – things have gone wrong...'</p>
<p>6. Find a new way of managing.</p>	<p>Is the child now regulating their emotions? Are they able to discuss ways to manage differently the next time they are in the same situation?</p> <p>'I've been thinking about ____ and wonder if next time you feel _____ you could _____'.</p>	<p>'I've been thinking about the fact that when you feel left out, you struggle to manage that feeling and wonder if – when you feel like that you can come and find me/let another trusted adult know'.</p> <p>Discussion about strategies to manage feeling left out.</p>

Appendix 5

How we manage behaviour in our school environment:

Class Dojo Class Dojo display (electronic)s – Every classroom has a live and active Class Dojo display (electronic) 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. Senior leaders will complete regular Learning Walks to ascertain the effectiveness of the Class Dojo displays (electronic) 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.


Appendix 6

Reminders




Pot Kiln

Making positive connections; Having courage; Knowing we are capable; Realising we all count



Adults promise to:

- Be calm, consistent and fair –not shout or respond emotionally to behaviour
- Be the strategy
- Model positive relationships
- Follow up with reflective, restorative Mindful Meetings or dialogue
- Never ignore poor choices in behaviour



First attention for best conduct:

- Positive verbal praise
- Positive personal postcard home
- Positive phone call home
- Hot Chocolate Friday with the Headteacher
- Pupil of the Week Certificate
- Class 'Marble Jar'
- Live and active Recognition Boards

Fantastic Walking

Relentless Routines

Reprimand in Private

Meet and Greet

Praising in Public

End and Send

Legendary Line Up

The Sanction Cycle—Gentle approach, with plenty of take-up time. Resist the urge to jump steps

Reminder...	Warning:	Time Away:	Reparation:
Take up time	Give the child positive attention to get them back on track and remind them of previous positive behaviour	Give the child time to reflect away from others—no more than 5 minutes. This may require the support of a colleague.	A Mindful Meeting (restorative conversation) needs to take place with the adult(s) who has dealt with the behaviour.

Serious breaches will jump straight to Time Away and Reparation

30 Second Intervention

- ⇒ Gentle approach, personal, non-threatening, side on, eye level or lower
- ⇒ State the behaviour that was observed and the expectation it contravenes
- ⇒ Tell the child what the sanction is
- ⇒ Walk away; Allow the child take-up time to decide what to do next. If there are comments as you walk away, make a note and follow up later
- ⇒ Look around the room with a view to catching someone following the rules and meeting expectations

Refocusing lines:

Learner	Adult
It wasn't me...	I hear what you are saying
But they were doing the same thing	I understand
I was only...	Maybe you were...and yet...
You're not being fair...	Be that as it may...
It's boring...	There may be some truth in that, but...
You're a...	I am sorry you are having a bad day...

If the conversation is becoming unproductive...

Walk away saying, 'I am stopping this conversation now. I am going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation.'

Appendix 7

Examples of behaviours beyond the school gate that can be investigated in school

- continued bullying of a pupil outside of school
 - use of cyber bullying outside of school
 - inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
 - behaviour that poses a threat to another pupil or member of the public
 - behaviour that could have repercussions for the orderly running of the school
 - behaviour that could adversely affect the reputation of the school
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- any misbehaviour when the child is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil at the school.
 - or, misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

