

Educational consequences:

(Punishment is not used at Pimperne CE VC Primary School. Punishment relies on external discipline. Punishment is seen as a sanction imposed by an adult who does not have a direct relationship with the problem behaviour. As a result, punishment can harden and numb the child, produce obstinacy, sharpen sense of alienation and strengthen the power of resistance.)

"We cannot be annoyed with children who will not allow themselves to be vulnerable. Rather, we should find ways to help them to experience greater psychological safety". Dan Hughes

Educational consequences and reflections must be supported by an adult (Teacher, TA, ELSA/TIS Practitioner) so that it encourages prosocial feelings for the child. Examples could include:

- Positive behaviour report
- Rehearsing prosocial behaviours
- Assisting with repairs and relationships
- Educational opportunities
- Research
- Restorative Meetings

Where educational consequences are frequent, parents will be contacted. The purpose of this would be for home and school to work collaboratively to best support the child. This may involve a bespoke behaviour plan for a pupil.

Our 3 School Rules

"A good Behaviour policy should focus on how to create prosocial behaviour. If it doesn't, it is expecting children to develop prosocial behaviour without being taught or shown how."

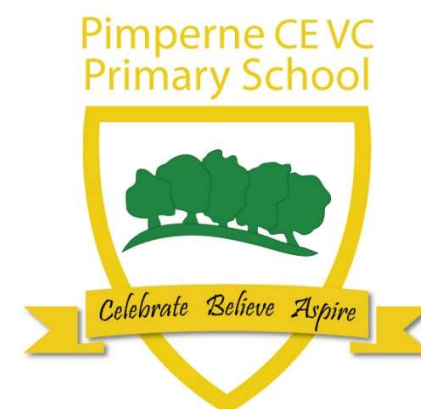


KS1 Our School Rules:	First Oops 😞:	Second Oops 😞:	Third Oops 😞:
 Care for everyone and everything	Let's stop and think about our	'Time in' with a class adult to	'Time in' with a senior adult, in a calm

We offer our parents workshops on promoting child/parent relationships. These look at the power of play and language and how adult interaction is the key to positive, healthy relationships.

Pimperne Primary School

A short introduction to our Behaviour Policy



"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."

Pam Leo

Pimperne CE VC Primary School believes in creating a safe, welcoming and stimulating environment for all the children in its care. The school believes that a safe social atmosphere helps children of all ages to develop their social skills and confidence.

Since September 2018, Pimperne Primary School Staff have been trained in the Trauma Informed Schools (TIS) approach. In January 2022, the Dorset STEPS approach was considered beneficial to dovetail with our approach. This behaviour policy for the whole school is underpinned by a therapeutic approach to managing behaviour where prosocial behaviours are promoted to encourage sustainable positive behaviour choices from pupils.

“An approach to behaviour management which prioritises the prosocial feelings of everyone in the school community.” (Dorset STEPS)

We recognise that negative experience create negative feelings and that negative feelings may lead to negative behaviours, whilst positive experiences create positive feelings which are more likely to lead to positive behaviours. At Pimperne Primary School, every adult seeks to understand the reason why a child is presenting with

antisocial behaviour(s) and endeavours to change the circumstances in which the behaviours(s) occur.

Instead of thinking of ‘good’ and ‘naughty’ pupils, Pimperne Primary School upholds that all children’s behaviours are a consequence of a ‘need’. Children experiencing any challenges, however minor we may see them, are unlikely to respond to traditional, suppressive behaviour approaches. A therapeutic approach to behaviour is more likely to change behaviours, not just in school, but also at home. Emphasising prosocial experiences will have a positive impact on all pupils, but it will require a consistent and understanding approach from all staff.

Our **Relationship Policy** is available on our website and re-iterates our commitment to this approach.

Our full **Behaviour Policy** is on our school website and aims to:

- Develop an unambiguous philosophy to behaviour management
- Outline consistent strategies to teach behaviour
- Define what we consider to be unacceptable behaviour, including bullying
- State how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to the Behaviour Policy
- Share our system of rewards and consequences

Measuring Up to Size!



Rewards and Consequences

“Positive experiences create positive feelings. When you change people’s feelings, you change people’s behaviours - permanently.” Angel Wadham, Dorset STEPS consultant

Positive behaviour should be rewarded with:

- Verbal or non-verbal praise from member of staff
- Class rewards
- Name in the Book of Recognition
- Note home
- ‘Switched On’ Leaf
- Headteacher’s Award/Sticker