

GUSTON CHURCH OF  
ENGLAND PRIMARY  
SCHOOL



**Behaviour for Learning Policy**  
September 2017

Review: September 2018



# GUSTON

## CHURCH OF ENGLAND PRIMARY SCHOOL

### **BEHAVIOUR FOR LEARNING POLICY**

#### **ETHOS STATEMENT**

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with policies for Inclusion, PSHE policy, Child Protection, E-Safety and teaching and learning to establish the general ethos of the school.

#### **Rationale**

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Every child has the right to learn but no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work and the school welcomes and encourages the engagement of the LA, governors, parents and carers and others in the community.

#### **Aims**

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school – teaching and non-teaching staff
- To ensure that parents are informed and are aware of the disciplinary procedures
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques

- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self discipline
- To prevent bullying.

## **Bullying**

DfES defines bullying as deliberately hurtful behaviour that is repeated often over a period time. It is difficult for those who are being bullied to defend themselves.

Bullying can take many forms but the four main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks
- indirect: spreading unpleasant stories or excluding someone from social groups.
- Cyber bullying: bullying via texting, e-mail or social networking sites

## **Responsibilities**

All members of the school community – teaching and non teaching staff, parents, pupils and governors, work towards the school aims by:

- providing a well ordered environment in which all are fully aware of Behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs,
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work,
- rejecting all bullying or harassment in any form
- helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school
- working as a team, supporting and encouraging each other.

## **Rules**

Rules have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children there must be opportunity to discuss them and ensure that they are fully understood and accepted. All rules will be displayed in the appropriate place.

1. Do your best all the time
2. Make sure that whatever you do does not hurt anybody else
3. Do nothing that disrupts teaching and learning

These three broad rules encompass all positive behaviours, but individual classes

may wish to add rules of their own, that they have agreed.

Positive behaviour management strategies are employed in order to reinforce appropriate behaviour.

### **Rewards**

The main reward for good behaviour will be praise from staff or other children. Each child has a star chart. Stars (stickers or stamps) are awarded for good work, effort, collaborative working, helping others, handing in homework etc. When 20 stars have been collected the child may bring his/her chart to the Headteacher. Children then receive Star Certificates in Friday Assembly. If a child completes 5 Star Charts, then a Silver Star Certificate is awarded. If a child completes 10 Star Charts, then a Gold Certificate is awarded.

Special head teacher's awards may be given at the head teacher's discretion, for outstanding work, effort, good citizenship etc at any time.

Whole class reward systems may be used to encourage the class to work together towards a reward they choose together. Classes may also develop age appropriate incentives to promote good behaviour.

A whole school House system has been introduced to promote a sense of pride and achievement throughout the school. Any adult can award House-points to any child at any time throughout the day for many things but not as a reward for work.

Weekly scores are announced in Friday Celebration Assembly.

### **Sanctions**

*"No school however positive or imaginative can eliminate disciplinary difficulties entirely". (DfES, Good Behaviour and Discipline)*

However, should children not conform to the agreed rules; the following sanctions will be applied in order.

#### Within the classrooms

Verbal/Visual warnings.

1. Move just outside the classroom away from the other children, but still able to see others modeling good behaviour, for an initial period of 5 minutes. Children will be reminded of expectations when returning to class.
2. As above but for a period of 10 minutes
3. Sent to another (agreed) teacher for remainder of session, with work to complete. Juniors should fill in a 'removal from lesson' sheet in own time.

If this procedure has to be followed more than twice, or in cases of extreme behaviour the child should be sent to the Headteacher and the incident recorded.

Parents will be informed and invited to discuss the situation with Class Teacher and Headteacher. An action plan will be agreed and a date set for evaluation.

#### At Break times:

Verbal warnings.

1. 5 minutes standing against the wall to watch others play well.
- 2, As above but for a period of ten minutes.
3. Sent in to Headteacher, or in her absence, a senior teacher for the remainder of the break time.

Incidents at lunchtime and break time are reported to the class teacher by one of the adults on duty. If incidents need to be explored further Mrs Day or Mrs Tee will investigate to ensure there is limited disruption to pupil's learning.

Persistent refusals to behave appropriately may result in subsequent break times being spent away from peers. Violent behaviour will result in immediate removal. Break times for an age appropriate period will be spent away from peers, engaged in a school 'community service' activity.

For pupils whose behavior does not improve as a result of actions taken, a behavior plan will be established in consultation with parents, the child and outside agencies where necessary.

#### Exclusion

This sanction is only likely to be used in cases of persistent unacceptable behaviour, and where allowing the pupil to remain in school may be seriously detrimental to the education and welfare of the pupil or others. Parents will be notified by telephone and in writing of the reason for the exclusion. Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parent.

#### Procedures for providing children with opportunities to discuss appropriate behaviour

- Restorative Justice
- conferencing with a senior member of staff
- a programme of personal social and health education set in a moral framework designed to promote mutual respect, self discipline and social responsibility (see PSHE policy)
- a clear focus for work on relationships and feelings as part of the PSHE work throughout school
- a programme of religious education which includes ethical issues (see RE policy)

- circle time – an opportunity for each, identified in the weekly timetable for each class, to take part in open discussion in a group
- the agreement of a set of rules by each class at the beginning of the autumn term.

### **Physical Intervention**

Physical restraint is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

Physical Restraint should be limited to emergency situations and used only as a last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables teachers and other members of staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

### **Liaison with parents**

Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or learning support assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to weekly contribution.

A 'good behaviour' book is also effective. The teacher only records the good things that the child has done or achieved that day and makes no comments about the bad things.

### **Outside agencies**

Any worries about any pupil should be discussed with the Headteacher or Inclusion Manager. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Inclusion Manager and Headteacher, or as the result of discussion at a LIFT meeting, which takes place termly. Any outside agency will need information and therefore teachers need to document evidence of behaviour carefully on A, B, C logs (including full dates and consequences) so that it can be collated when required.

**Monitoring**

In light of this policy the senior management team will continually monitor the behaviour throughout the school. Agreed changes to the policy will then be incorporated as necessary.

Deby Day, Headteacher  
Updated, September 2017

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