

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Behaviour Policy September 2023

Review: September 2024



GUSTON
CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Vision

Rooted in faith, growing in wisdom, branching into the world

We are a diverse, vibrant learning community where everyone is welcomed, valued and encouraged. Loving relationships, rooted in the teachings of Jesus, allow children and adults to flourish together, creating wise, compassionate, respectful individuals who are ready to confidently take a productive place in an ever changing world.

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with policies for Inclusion, PSHE, and Child Protection.

Rationale

Guston Church of England Primary School is committed to creating an environment where behavior supports learning. Every child has the right to learn in a positive and respectful environment. Staff are expected to model our school values in their own behavior and support children to make good choices by celebrating positive behaviours and dealing fairly, consistently and sensitively with behaviours of concern. All staff are trained to understand behaviour as a communication and to take a sensitive and flexible approach to impacting change through children taking personal responsibility.

Aims

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners feel valued through building trusting relationships based on mutual respect and understanding
- To celebrate behavior that supports learning and safety for all
- To help learners take control over their behavior and be responsible for the consequences of it
- To build a community that displays our Christian values of endurance, friendship, compassion, forgiveness and equality
- To promote community cohesion through improved relationships

- To ensure a whole school approach that promotes excellent behavior for all through a consistent, understanding and fair approach within school
- To ensure that parents are involved and invested in the school's approach

Expectation of Adults

- Meet and greet at the door
 - Model positive behaviours
 - Build relationships with and in the class
 - Plan lessons that engage, challenge and meet the need of all learners
 - Be ready for the learners
-
- Meet and greet at the door. ∩ Refer to 'Ready, Respectful, Safe' ∩ Model positive behaviours and build relationships. ∩ Plan lessons that engage, challenge and meet the needs of all learners. ∩ Use a visible recognition mechanism throughout every day (See page 3). ∩ Be calm and give 'take up time' (time for the child to implement the change in behaviour) when going through the steps. Prevention rather than sanctions. (See page 4/5) ∩ Follow up every time, retain ownership and engage in reflective dialogue with learners. ∩ Never ignore or walk past learners who are behaving badly. Teaching Staff will uphold the Teachers' Standards (See Appendix B for detail). 'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are selfcritical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

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 is also in place 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.

Our Christian Values of Compassion, Friendship, Forgiveness, equality and Endurance are also rewarded when pupils demonstrate these. Leaves are added to our Christian value Tree in the hall to acknowledge these.

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 in a day, or in cases of extreme behaviour the child should be sent to the Headteacher and the incident recorded. Parents will be informed and the incident discussed. If necessary, 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.

Pupils are taught to talk to an adult if they experience behaviour that they do not like. Adults will then deal with this appropriately. Pupils are also taught to listen

to their peers and respect their wishes, if they are asked to stop behaving in a certain way. Persistent refusals to behave appropriately may result in subsequent break times being spent away from peers.

Physical or 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.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Assistant Headteacher (Inclusion) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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.

Searching, Screening and Confiscation

Following a concern about a child's safety or welfare, the searching and screening of children and confiscation of any items, including any electronic devices, will be managed in line with the DfE ['Searching, screening and confiscation at school'](#) guidance.

The DSL (or deputy) will be informed of any searching incidents where there were reasonable grounds to suspect a pupil was in possession of a prohibited item. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or

- to cause personal injury to, or damage to property of; any person (including the pupil). •
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

The DSL (or deputy) will then consider the circumstances of the pupil who has been searched to assess the incident against any potential wider safeguarding concerns.

Staff will involve the DSL (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

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 teaching assistant at the end of each day and sent home. The parent writes in it each evening and returns the book to school. The home school contact book celebrates expected behaviour.

Outside agencies

Any worries about any pupil should be discussed with the Headteacher or AHT (Inclusion). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, Assistant Headteacher (Inclusion) 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 2023

Review Date: September 2024