



BEHAVIOUR POLICY

PROCEDURE FOR REVISION

This Behaviour Policy will be reviewed annually, to examine the effects of any revisions or amendments, and decide if it is just a matter of straight forward revision and issue, or whether it is necessary to go out for consultation.

This policy should be read alongside the Safeguarding; Anti-bullying; Health & Safety and Online Safety policies.

This policy was adopted by the Full Governing Board (FGB) in Jan 2017.

The policy was updated and accepted by the FGB on 18th January 2018.

The policy was updated and accepted by the FGB on 17th January 2019.

The policy was updated with an addendum and accepted by the FGB on 17th September 2020.

Signature

(Chair of Governors)

Print Name: Mr Ken Hennah

Date: 17th September 2020

Signature

(Headteacher)

Print Name: Mr Martin Adamson

Date: 17th September 2020

Philosophy and Values

At Geddington CofE Primary School, we believe that good behaviour is vital in creating and maintaining the welcoming, nurturing, inspiring and challenging ethos that we believe underpins excellence in learning. We also recognise that a high standard of self-conduct is an essential life skill, without which our children will not be able to fulfil their potential in whatever field that lies. This ethos is based on our school values:

Care - all members of our school need to be cared for. This means that we need to protect everyone from the consequences of any poor behaviour, ensure that perpetrators are dealt with in a way that enables them to improve and to ensure that all our children know that they are valued as individuals. Forgiveness and the chance to start again are central to the Christian ethos of our school.

Respect - all members of our school need to show each other respect. This is fundamental to good behaviour and needs to be modelled by all adults in the school. When seen in children it should be encouraged and if appropriate rewarded. Children whose behaviour is unacceptable, still need to be treated with respect as this will be vital in helping them make changes.

Responsibility - we expect all members of the school community to take responsibility for their actions; blaming others for our mistakes doesn't help anyone. We also encourage children to act responsibly when they witness poor behaviour by reporting it to an adult and making it clear to their peers that they will not accept poor behaviour either. Adults have a responsibility to listen carefully and to act fairly to all those involved.

Joy - good behaviour is vital if we are to know the joy that is characteristic of our school. If children enjoy school and feel valued and cared for, they are less likely to misbehave in the first place.

Excellence in Learning - this cannot happen without good behaviour. We want all children to fulfil their God given potential in all areas of life. An outstanding curriculum is also the most effective tool in managing behaviour within school.

Generally behaviour at Geddington CofE Primary School is good and often outstanding, but this cannot be taken for granted and it is therefore essential that we have a comprehensive approach to behaviour management that is easily understood and willingly adhered to by all the members of our school. It needs to be seen to be fair, sensible and be straightforward to administer.

We believe in giving children every opportunity to learn and develop. We will therefore seek to guide and advise pupils in preference to punishing them, although this is not always appropriate. We will also approach each day as a new start and, as much as possible, we will avoid referring back to previous incidents when disciplining a child.

Objectives

We wish for our children to show:

Self confidence – children should feel secure in school and will demonstrate this through the way they come to school willingly, contribute in lessons, assembly etc; engage with their peers and get involved in the broader life of the school. They have an independence of mind and be willing to stand up for what they believe rather than simply following the majority view without thought.

Self control – children should know how to respond appropriately when they are angry, especially when they are being provoked, upset or hurt by other children. They should show a consistent attitude to work even when they find it difficult.

Sensitivity and consideration for others – children should develop a genuine respect and acceptance for others' ways of life and different opinions. They should demonstrate non-sexist and non-racist attitudes.

Pride in themselves and their school – children should be taking increasing responsibility for their learning, their appearance and their environment.

Interest in their activities – children should be fully engaged and often excited by what they are doing. A quiet, sedentary lesson is not necessarily an indicator of good behaviour.

Promoting Good Behaviour

The Whole School community will:

- ❖ Agree a clear, simple set of rules that is understood by all those connected to the school
- ❖ Agree a clear, simple system of rewards and sanctions that is understood by all those connected with the school.
- ❖ Commit themselves to keeping the school rules and to encouraging others to do the same.
- ❖ Celebrate the achievements of individual children (academic or otherwise) through the use of display, assembly and the sharing of successes with others.
- ❖ Make sure that the school has a bright, tidy, organised feel about it and that there is plenty of high quality display that is changed regularly.

All Staff will:

- ❖ Treat all children equally and fairly, irrespective of gender, race or religion.
- ❖ Play an active part in building up a sense of community, applying the agreed standards of behaviour consistently.

- ❖ Look for opportunities to teach children what good behaviour is. This will sometimes be through PSHE lessons, assemblies, group discussions etc, but will frequently be unplanned and arise through the curriculum (e.g. an incident that happens in a class reader) or through the sensitive one-to-one conversations that often occur after an incident has taken place.
- ❖ Deal sensitively with children in distress, will listen to them and deal with any incident appropriately.
- ❖ Treat potentially serious issues with discretion, making sure that all conversations take place where they can't be overheard so that children do not get unfairly labelled.
- ❖ Be alert to signs of bullying and racial harassment and will deal firmly with it, alerting other members of staff as appropriate.
- ❖ Discipline children using a firm, controlled tone – teachers should avoid shouting at children unless absolutely necessary.
- ❖ Accept the responsibility to model the type of behaviour felt to be acceptable.
- ❖ Support each other in maintaining good classroom management and show sensitivity to each other's needs and difficulties.

Unacceptable Behaviour

The following behaviours are unacceptable in our school.

- ❖ Disobedience – deliberately going against a specific instruction from a member of staff.
- ❖ Biting, spitting, hitting and kicking.
- ❖ Foul language, swearing of any kind including those using 'sign language'.
- ❖ Unkind language – saying things that are intended to make someone feel bad about themselves (e.g. teasing them about their appearance, how good they are at games, how well they have done at a piece of work.)
- ❖ Answering back or rudeness to an adult.
- ❖ Stealing.
- ❖ Racist comments.
- ❖ Sexist comments
- ❖ Making up of gangs that pick on people
- ❖ Any form of bullying

Rules

The School Council have agreed Golden Rules for the school and these are the principles around which day-to-day life is conducted around school. It is not possible to list all eventualities in these rules and it is the duty of staff to explain why certain behaviour contravenes one of them (e.g. why running in the building isn't showing respect to other people).

Geddington Golden Rules

Think about the consequences of your words and actions.

Try your best and don't give up.

Treat each other as you want to be treated.

Be respectful.

Have fun.

Individual Incentives and Rewards

This policy recognises that the best behaviour management is preventative rather than reactive. One way of achieving this is through the well targeted use of rewards and incentives. We aim to ensure that every child will experience success and recognition and therefore includes a range of incentives that teachers may choose to use.

The school's formal reward system is through the use of House Points which are given to children when they make a real effort to improve some aspect of their time in school - this might be work, behaviour or social in nature. Children accumulate cards - which then earn them certificates:

- 50 house points = bronze certificate
- 100 house points = silver certificate
- 150 house points = gold certificate
- 250 house points = platinum certificate

Children receiving these certificates will be recognised in the school newsletter.

Within their own classes, teachers can operate their own system of rewards and incentives so long as they support or work towards the whole school system outlined above. We recognise that when children first start school rewards and incentives need to be used more frequently - children in Reception will therefore have their own certificate system that follows the same principles but is extended to further levels..

Some children must be given incentives to break inappropriate behaviour patterns; i.e. appropriate rewards should be given for politeness, following instructions, consideration, sitting calmly, excellent listening, playing with others etc.

Once positive behaviour is established and as children get older, the need for regular tangible incentives is reduced and intangible incentives such as positive relationships; success through the curriculum; verbal praise and positive self-evaluation soon become the most motivating factors and the intrinsic reward.

All children need to know that their positive efforts and behaviour will be recognised. This is the responsibility of **all members of staff**. It is essential that all classes have incentives to reward positive behaviour.

Incentives

- positive comments and praise,
- stickers as appropriate, (lunchtime, class,)
- displaying or showing a piece of work that has required an extra effort.
- showing and telling each other about good behaviour in class or groups;
- whole class reward target
- extra play minutes,
- good news from school about behaviour - a note/letter/text sent home for any child who has made a positive effort: this can also thank parents for their support;
- visits to Head Teacher.

Warnings and Sanctions

The school uses the **'1.2.3 Magic'** approach to deal with poor behaviour. It is expected that in many circumstances, staff will have given a child a 'reminder' about their behaviour before needing to move onto the **'123 approach'**. This may not be appropriate if the behaviour is clearly unacceptable and the child should know this.

On a '1' - the initial warning.

Putting a child 'on a 1' is the first formal warning to make a child aware that their behaviour is unacceptable. Most of our children know what the expectations are, so in the majority of cases teachers should not engage in long discussions that disrupt a lesson. They will just mention a child's name and tell them they are 'on a 1' - this avoids drawing unnecessary attention to the behaviour or the child; it enables learning to continue more smoothly. As soon as possible the child's name or initials are put onto the '1 sign' in the class so that they have a reminder that the warning has been issued.

On a '2' - the final warning.

If a child fails to modify their behaviour after being put 'on a 1', they will be moved 'to a 2'. This is a final warning that informs the child that should they continue with their behaviour, a sanction will be imposed.

On a '3' - the sanction.

If behaviour has still not improved, the child will be moved 'to a 3'. At this stage a sanction will be imposed. The exact nature of the sanction will be for the class teacher to decide and will be based on their knowledge of the child, their age and the circumstances of the behaviour. Typical sanctions include: working alone in the classroom; working outside the class; loss of all or some of a playtime; being asked to see the Deputy Headteacher. The sanction should be proportionate to the behaviour and should matter to the child (e.g. removing playtime from a child who prefers to be indoors anyway, is ineffective).

Teachers will give children every opportunity to avoid being sanctioned and will not rush to a number '3'.

If a child is reaching a '3' on a regular basis, the nature of the sanction should be stepped up and the class teacher should speak with the child's parents. If behaviour continues to be a problem then the child should be sent to the Deputy Head Teacher who will use her judgement to decide what is an appropriate course of action. This would normally include a conversation with parents.

If poor behaviour continues further, the behaviour should be regarded as 'causing concern' and a discussion held with the Head Teacher. At this point, if it is agreed that the behaviors are a 'cause for concern', the procedures laid out in the **Exclusion Policy** will be adopted.

Lunchtime

At lunchtime and playtime, the same system applies. First warning-1, second warning-2 then after the third warning-3 the child must stay with the adult for 5 minutes to have a 'timeout' on a bench etc. If the behaviour is repeated that lunchtime the child is to be brought inside to a the class teacher or a senior member of staff.

All 3s should be reported to the class teacher if they occur at lunchtime.

Partnership between school and parents

On entry into school, all parents and children are asked to sign a home/school agreement. It is vital that the school and parents work together to achieve the best possible behaviour of the children, being aware that academic achievement is linked to good classroom behaviour.

The school expects that parents will give their full support in dealing with their child's behaviour.

We ask parents to:

- ❖ Keep us informed about any behavioural difficulties that they are experiencing at home.
- ❖ Inform us of any trauma or other circumstances that they feel may affect their child's behaviour at school.
- ❖ Speak to us as soon as they can if they feel that their child is experiencing problems in school that might cause their behaviour to deteriorate.

The school will endeavour to:

- ❖ Ensure that parents feel welcome in school so that they can discuss problems as soon as possible.
- ❖ Keep parents informed about their child's conduct.
- ❖ Involve parents at an early stage if discipline is becoming a problem (it is often the case that an informal chat early on can nip problems in the bud).
- ❖ Listen carefully to parents' concerns.

Dealing with negative behaviour.

There are times when children fall below the standards of behaviour we expect at Geddington CofE Primary School and it is necessary to investigate or discuss what has happened. When this happens we will respond firmly but fairly, following the guidelines below:

All adults will:

- ❖ trust, listen, give a chance, encourage, praise, and respect every child and adult;
- ❖ treat everyone with courtesy; (e.g. please and thank you)
- ❖ treat each incident as a fresh one; do not have preconceived ideas about certain children;
- ❖ deal with behaviour in line with the school behaviour policy;
- ❖ ensure that sanctions are proportionate to the behaviour and appropriate to the age of the child;
- ❖ be consistent;
- ❖ recognise children's fears;
- ❖ be positive and show that they care;
- ❖ work as a team to deal with behaviour issues;
- ❖ reinforce positive behaviour.

Adults should not:

- ❖ jump to conclusions, but deal with each incident afresh;
- ❖ punish through denying access to the full curriculum (e.g. missing PE);
- ❖ humiliate children;
- ❖ use group punishments,

- ❖ punish through giving tasks with no educational value (e.g. writing lines);
- ❖ use extra work as a punishment (e.g. more mathematics);
- ❖ punish mistakes or poor performance where a child has made a reasonable effort and has applied themselves appropriately.

Physical restraint (in line with Use of Reasonable Force Policy)

This will only be used in extreme circumstances when the child is in danger of harming themselves or others (or serious damage to property). Wherever possible this should be with another adult. All incidents must be recorded in the record book in the Head Teacher's office. The school will make every effort to ensure that staff are Team Teach trained so that the use of physical restraint is safe for all concerned.

Additional strategies for children with behavioural difficulties

For some children, normal approaches will not work. The Exclusion Policy procedures may be appropriate at this stage but it may be better to adopt a more wide ranging approach first, that looks at all the needs and difficulties the child is facing. In these cases it may be necessary to use the EHA procedures and involve outside agencies.

In such cases, it would be expected that the parents had already been involved in discussions with the school. If this is not the case they will be asked to come into school to meet the Head Teacher or Deputy Headteacher who will explain the school's concerns and what alternative behaviour management strategies are being considered.

Staff should be aware that behaviour problems can sometimes be indicators of greater issues - Safeguarding and Bullying should be considered in these situations.

A combination of the strategies below may be considered in such circumstances:

- Senior staff telephoning to explain incidents and any sanctions. The content of this conversation being put on file.
- A reward system or positive behaviour strategy may be put in place e.g. stickers, traffic lights, ticked schedules etc.
- Regular conferences with parents to discuss behaviour.
- Home/school book used, putting the child on daily report.
- Devising of a programme to meet the pupils needs and a Individual Behaviour Plan in place.
- Structured lunch times (where a child spends a proportion of lunch time inside doing an activity of choice but which keeps them away from possible conflict situations.
- Involvement of outside agencies as appropriate (Children's Services, CAMHS, Police etc.)

There are some forms of behaviour that are totally unacceptable and will also be dealt with outside of the 123 Magic system. In these cases, the procedures in the Exclusion Policy will apply.

RECORD KEEPING

It is essential that behaviour records are up to date; they are the evidence on which judgements must be made if further action needs to be taken. Therefore:

- ❖ teachers should keep a note of any children moved onto a 3 (either in their planning or diary).
- ❖ when appropriate, each class teacher should keep a behaviour log for children who are regularly being put on a 3. This will be used to demonstrate the need for further action and to identify any patterns in behaviour that might indicate what the antecedents are,

- ❖ the Headteacher will keep records of any more serious behaviour that is reported to them or to the Deputy Headteacher.
- ❖ any use of physical restraint **MUST** be recorded in the numbered book, kept by the Headteacher.

PROCEDURES FOR MONITORING/EVALUATING POLICY

NOTE: - School staff must be suitably trained and regularly updated on the consistent implementation of the behaviour and discipline policy.

Monitoring: -

- The SLT will regularly review any records of ongoing poor behaviour and consider whether procedures are being applied consistently and fairly across school.
- The Headteacher will report on behaviour to the Governing Body on a termly basis.
- Governors monitoring activities should include an evaluation of behaviour so that they can provide an appropriate level of challenge to the Headteacher, if necessary.
- Two yearly parent surveys will be used to measure whether the school's perception of behaviour is matched by parents. Any significant discrepancies will be discussed by the Governing Body.