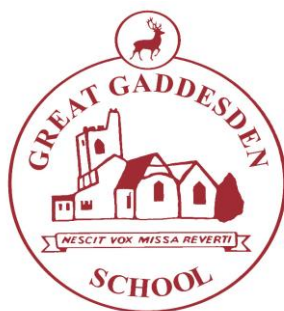


# Great Gaddesden C.E. (VA) Primary School



## Behaviour Policy

**Written September 2010**

**Ratified:** 15 November 2010

**Reviewed:** July 2011

**Reviewed:** June 2013

**Reviewed:** November 2014

**Reviewed:** February 2016

## **1. INTRODUCTION**

*This policy should be read in conjunction with*

- *the school's Anti-Bullying Policy;*
- *the school's Home–School Agreement;*
- *the school's Pupil Attendance and Punctuality Policy;*
- *the school's Restrictive Physical Intervention Policy;*
- *the school's Safeguarding and Child Protection Policy;*
- *the school's Teaching and Learning Policy.*

## **2. PHILOSOPHY, VALUES AND AIMS**

The staff and governors at Great Gaddesden C.E.(VA) Primary School are committed to creating a Christian learning community where all adults and children feel welcome, valued, safe and able to work well. In order to fulfil this vision – as well as complying with local and national requirements relating to safeguarding and child protection – pupils are taught to show respect for themselves and other people, and to care for animals, the environment and property.

We are fully committed to our vision:

“Working together, we develop the self-belief to conquer new challenges and achieve excellence in a happy, safe and caring environment.

We inspire one another to be the best that we can be, providing the children of Great Gaddesden School with the Christian values to be confident, respectful and successful citizens of the future.”

Good behaviour allows learning to take place and raises achievement for all pupils. An orderly environment where there is good behaviour also encourages better pupil punctuality and attendance.

**Schools play a vital part in promoting the spiritual, cultural, mental and physical development of young people. The ethos of the school should include a clear vision of the values, which matter within the school and in the community round it ... Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere, effective teaching and learning cannot take place.**

(DfE Circular 8/94, 1–4)

At Great Gaddesden C.E.(VA) Primary School we:

- encourage pupil punctuality and attendance.
- promote high standards of pupil behaviour and have a zero tolerance approach to bullying (see our *Anti-Bullying Policy* for details).
- promote high standards of teaching – so that all lessons are well planned, appropriately resourced, exciting and engaging for all pupils (see our *Teaching and Learning Policy* for details).
- provide a safe, calm, caring, purposeful, well-ordered, happy learning environment for all pupils in school.
- present a clear and acceptable view of what is right and wrong and what kind of behaviour is expected.
- promote and ensure respect for others.
- foster the basic virtues of honesty, trust, fairness and politeness.
- develop the importance of self-discipline, self-respect and self-esteem.

- encourage tolerance and compassion.
- appreciate the needs of others and the wider community.
- promote respect for property and the environment.

### **3. RIGHTS**

At Great Gaddesden C.E.(VA) Primary School everybody is entitled to the following rights in order to ensure quality teaching and learning. To:

- be safe and feel safe.
- be treated with respect and fairness.
- to communicate and be listened to.
- move around the school.
- learn without interruption.
- use and share equipment within the school environment as appropriate to their age and needs.

### **4. ROLES AND RESPONSIBILITIES**

#### **4.1 Pupils**

- To adhere to the Home–School Agreement.
- To be honest, trustworthy, fair and polite.
- To remember to follow the school’s Golden Rules (see 5, below).
- To listen to others and pay attention in class.
- To work to the best of their abilities and allow others to do the same.
- To treat others with respect both in the classroom and on the playground.
- To take care of the school property and environment both inside and outside the school building.
- To cooperate with other pupils and with adults working in the school.
- To follow adult instructions.
- To understand that they are responsible for their own actions.
- To be courteous to everyone.

#### **4.2 Parents/carers**

- To sign and adhere to the Home–School Agreement.
- To reinforce our Golden Rules (see 5, below).
- To make pupils aware of appropriate behaviour in all situations.
- To encourage self-discipline and independence.
- To show an interest and fully support all that their child does at school.
- To foster positive relationships with the school.
- To support staff with the implementation of this Behaviour Policy.
- To be aware of the school’s rules and expectations.
- To treat everybody in our school community with respect and consideration.
- To reinforce appropriate behaviour in line with school rules, before and after school.

#### **4.3 Staff**

- To reinforce our Golden Rules (see 5, below).
- To treat all pupils fairly and with respect.
- To raise pupils’ self-esteem.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To be “firm but fair” – enforcing rules and using sanctions clearly and consistently.
- To set a good example.
- To form positive relationships with parents/carers so that all pupils can see that the key adults in their life share a common aim.
- To recognise that each pupil is an individual.

- To be aware of pupil's needs.
- To communicate appropriately to pupils with respect for their age and emotional development.

The school expects parents/carers to give their full support in dealing with unacceptable behaviour from their child and to keep the school fully informed of behaviour difficulties they may be experiencing at home or a change in personal circumstances, which could affect their child's education/behaviour. In turn the school will involve the parents/carers at an early stage in any disciplinary problems, which occur at school.

## **5. GOLDEN RULES**

These school rules were agreed by the School Council in June 2011

Do be kind and helpful – Don't hurt people's feelings  
 Do be gentle – Don't hurt anyone  
 Do listen – Don't interrupt  
 Do work hard – Don't waste your or other people's time  
 Do be honest – Don't cover up the truth  
 Do look after property – Don't waste or damage things

## **6. HOW DO WE ENCOURAGE GOOD BEHAVIOUR?**

Positive behaviour is rewarded and celebrated and pupils are encouraged to take responsibility for their actions. Behaviour that is not acceptable to others is corrected as appropriate, making clear to pupils that it is the behaviour that is being criticised and not the child as a person.

At Great Gaddesden C.E.(VA) Primary School we:

- require pupils to follow our Golden Rules (see 5, above).
- set clear expectations for good behaviour in the Home-School Agreement.
- promote mutual respect across all age groups.
- encourage pupils to take responsibility for their own actions and behaviour.
- praise and celebrate good behaviour.
- give house points for very good work relevant to a pupil's ability.
- use "Circle Time" to resolve problems and build self-esteem (see 8, below).
- encourage class-based incentives and rewards, e.g. stickers and hand stamps.

In addition, the following strategies are employed by staff to ensure that pupils are able to be as successful as possible:

### **6.1. Public praise and private criticism**

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not immediately, later. Avoid telling a child off from across the classroom. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle. Perhaps allow the child to hear someone else being told how well he or she has done. Praise can also be non-verbal: a smile or a thumbs-up.

### **6.2. Acknowledging feelings**

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings, in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

### **6.3. Give them a choice**

Give children a choice as often as possible. This can be as simple as deciding which activity they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

### **6.4. Being consistent**

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour.

### **6.5. Model desired behaviour**

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

### **6.6. Scan the classroom**

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their heads impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

### **6.7. Listen to children**

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "You seem cross, did something happen?"

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

### **6.8. Pre-empt disruptive behaviour**

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive. Consider whether the work/task they are engaged in is too challenging/not challenging enough – is this causing the poor behaviour?

### **6.9. Be aware of yourself**

When dealing with disruptive incidents, consider the following:

your position in the class  
your proximity to disruptive children  
your facial expression  
your tone of voice  
your posture  
your choice of words  
the use of eye contact

### **6.10. Catch them being good**

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement. This will include:

- Coming into the classroom quickly and quietly
- Treating books and equipment carefully
- Looking at the teacher quickly and quietly when asked to listen
- Starting an activity quickly
- Following an instruction the first time asked

- Keeping books and possessions tidy
- Keeping physical appearance tidy
- Being polite
- Moving from one task to another without teacher reminders
- Tidying and clearing up
- Getting all equipment needed for a task without being told
- Working hard in an activity
- Telling the truth
- Holding the door open for someone
- Listening quietly, looking at the speaker, paying attention
- Lining up quickly and quietly
- Being a good friend
- Saying please and thank you
- Willing to answer questions and make a contribution to group discussions
- Asking for help when they need it
- Remaining calm in a difficult situation
- Walking quietly around school
- Sharing equipment or activity with a classmate
- Listening well in an assembly
- Taking a lot of care or putting thought into a piece of work
- Working well with a group of classmates
- Listening to another's point of view
- Speaking well in front of a large group
- Telling an adult of a problem in the playground rather than fighting
- Being willing to try something new or difficult
- Letting an adult know if someone is bullying another pupil
- Carrying out a classroom job willingly and doing it well
- Offering to help without being asked
- Taking turns and waiting for others

## **7. CIRCLE TIME**

*In a class setting, teachers are free to decide whether a Circle Time takes place once a week or on a less frequent ad hoc basis in order to consider topical issues and/or problems. There are ground rules and participants must take turns to speak. Individual pupils are given time to volunteer their own concerns for group help, as well as offer help and encouragement to others.*

*Circle Time fulfils many of the requirements of the National Curriculum for English, particularly speaking and listening, as well for PSHCE (Personal Social Health and Citizenship Education) and SEAL (social and emotional aspects of learning) work. Circle Time is worthwhile as it achieves the following:*

- *Builds friendships.*
- *Creates trust.*
- *Encourages self-discipline.*
- *Creates a sense of belonging.*
- *Solves problems.*
- *Improves listening skills.*
- *Improves relationships.*
- *Promotes understanding.*
- *Develops empathy.*
- *Promotes positive behaviour.*
- *Raises self-esteem.*

## **8. WHAT HAPPENS IF CHILDREN MISBEHAVE?**

### **8.1**

Praise the good behaviour in the room. If there is no improvement, give the child a quiet reminder about the behaviour we expect. If misbehaviour continues, pupils are given a warning and reminded about the school's sanctions. Should the pupil still not rectify their behaviour, they will be moved down the class behaviour chart (see 8.2).

### **8.2**

The school's sanctions are clearly set out in the school's Behaviour Code. There are five stages and pupils are made clear on the consequences of each type of behaviour. Wherever possible, children will be given a reminder about their behaviour and then a warning before any consequences are put into place. The Behaviour Code gives examples of the consequences for each stage of the Behaviour Code. Every individual case is looked at on its merits and contexts.

	Consequence
Stage 1 (Cloudy)	You can expect to: <ul style="list-style-type: none"><li>➤ Lose 5 minutes of 'Blue Sky Play-Time'.</li><li>➤ Lose one or two minutes of your break – you may be expected to finish work to make up for wasted time.</li></ul>
Stage 2 (Rainy)	You can expect to: <ul style="list-style-type: none"><li>➤ Lose 10 minutes of 'Blue Sky Play-Time'.</li><li>➤ If necessary, you will have time out of up to 10 minutes to cool down.</li><li>➤ Lose some or all of your break-time.</li></ul>
Stage 3 (Thunder & Lightening)	You can expect to: <ul style="list-style-type: none"><li>➤ Lose 15 minutes of 'Blue Sky Play-Time'.</li><li>➤ Be sent out of the class to work in another classroom.</li><li>➤ Take up some of your own time (break and/or lunch).</li><li>➤ Report the incident to a Senior member of staff, i.e. Mrs Lilley, Mrs Jessop (Senior Teacher) or Mrs Comer (Headteacher).</li></ul>
Stage 4 (Children reach Stage 4 because of an isolated serious incident or because they have not responded at Stage 3.)	You can expect to: <ul style="list-style-type: none"><li>➤ Lose all of 'Blue Sky Play-Time'.</li><li>➤ Contact your parents immediately.</li></ul> Depending on the nature of the incident: <ul style="list-style-type: none"><li>➤ You may receive an internal exclusion for 1 – 2 days.</li><li>➤ You may be excluded from school during lunchtimes.</li><li>➤ You may be excluded for up to 5 days.</li></ul>
Stage 5	If you choose to carry on with Stage 4 behaviour, this may result in permanent exclusion. If you commit a serious one off incident this may result in permanent exclusion.

### **8.3 Use of "reasonable force" to restrain a pupil**

"Restrictive Physical Intervention" is the term used to describe interventions where bodily contact using "reasonable force" is used to control or manage a pupil's behaviour. It refers to any instance in which a member of staff or other adult authorised by the head teacher has to use physical force to control or restrain pupils in order to:

- To prevent a pupil from committing a criminal offence (*this applies even if the child is below the age of criminal responsibility*).
- To prevent a pupil from injuring self or others.
- To prevent or stop a pupil from causing serious damage to property (*including the child's own property*).
- To stop the pupil from engaging in any behaviour which is prejudicial to maintaining good order and discipline at the school.

Only trained staff should administer restraint. For more information, see our *Restrictive Physical Intervention Policy*.

#### **8.4 Recording incidents**

Staff should write all **Stage 2 and higher** behaviour incidents on the school's behaviour log (to include Bullying, Racist and e-Safety Incidents) maintained on the school's 'shared area'. A record will be maintained for any children missing 'Blue Sky Play-Time' and parents will be informed should a child's name regularly appear.

#### **8.5 Responding to serious incidents**

Parents/carers are involved at **Stage 3** and/or if there appears to be a repeated or persistent disciplinary problem or sometimes a one off serious incident. In such cases the parents/carers will meet with the staff concerned and the head teacher and/or Inclusion/SEND Coordinator to discuss the way forward, all parties (parents/carers, staff and head) will then meet with the pupil to explain what will happen next. This way, the pupil understands that the adults are united in their approach.

It may be necessary to seek advice and help from outside agencies, establish an individual Behaviour Support Plan and/or set up a home-school diary.

#### **8.6 Exclusion**

Pupils who persistently misbehave – or who do something extremely serious or dangerous – may be given a fixed-term exclusion and ultimately permanent exclusion. Exclusion is not taken lightly and the school will endeavour to help the child and her/his family as much as possible.

### **9. BULLYING**

Please refer to our *Anti-Bullying Policy*.

### **10. POLICY REVIEW**

This policy will be reviewed every 2 years and/or in accordance with national and/or local changes to the primary school curriculum, so that it represents the ethos, values, priorities and practice of Great Gaddesden C.E.(VA) Primary School.

The review process will be led by the head teacher. The policy may be discussed by members of the relevant Governing Body sub-committee as required.