

# Grayshott C of E Primary School

## Behaviour Policy including statement of Behaviour Principles

### Statutory Policy

Approved in Curriculum & Standards Committee: Aut 2014

Ratified at FGB: Autumn 1 2014



### Linked documents:

- Anti-Bullying Policy
- Teaching and Learning Policy
- PHSCE Policy
- Home school agreement
- Exclusion Policy
- Racial Equality Policy

Review Date: Autumn 2017 - 3 Yearly

## Behaviour Policy

### Grayshott C of E Controlled Primary School

#### Aims:

- To promote Christian values.
- To celebrate positive behaviour, caring attitudes and good manners.
- To prevent bullying.

To achieve these aims, this policy sets out:-

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour.
- Processes, rules and sanctions to deal with poor conduct.

#### Behaviour Principles:

##### 1. Establishing clearly stated expectations of what constitutes acceptable behaviour:-

Jesus taught us to treat everyone else as we would like to be treated. At Grayshott Primary School we value everyone and agree that this is how we will behave. We believe that the creation and upholding of school rules is paramount in providing a safe, secure and conducive atmosphere for all to work within.

We are proud of the strong parental partnership which exists at Grayshott Primary School and we recognise the invaluable benefit which parents provide with regard to the expectations placed on pupils' behaviour. Therefore all parents sign the Home School Agreement before their child starts at Grayshott Primary School. This states that the parent will support the school in promoting good discipline and behaviour.

Pupils are made aware of the rules in the following manner:-

The following School Rules were developed in consultation with the pupils in the Autumn term of 2014:-

- Be polite and kind.
- Do as you are asked, the first time.
- Respect yourself, other people and property.
- Do your best and allow others to do so as well.
- Tell an adult if someone upsets you, don't retaliate.
- Always tell the truth.
- Have fun.

These are re-iterated in the first assembly of the Spring term.

At the beginning of each academic year these rules will be reviewed in assembly by the whole school.

In addition, every class creates a class contract of acceptable behaviour and rules at the beginning of the academic year. This contract is signed by all members of the class and copies sent home. A display of these rules is prominent in each classroom.

Examples of classroom rules include:-

- Listen when someone is talking.
- Respect other people's feelings and property.
- Keep hands, feet and objects to yourself.
- Be polite.
- Raise your hand if you want to speak to the class.
- Follow directions immediately.
- Be punctual.

### **From our school values:**

*"What the spirit brings is: love, joy, peace, patience, kindness, goodness, truthfulness, gentleness and self-control." Galatians 5 v22.*

*The children have adopted their own values that are explored through collective worship and guide their actions in school: these are love & friendship, respect, perseverance, trust, cooperation forgiveness and courage.*

## **2. Effective Behavioural Management Strategies**

- Clear, positive, simple rules are known and applied consistently.
- Preventative strategies to be used whenever possible.
  - Avoid inflammatory situations such as unnecessary queuing
  - Provide a stimulating curriculum to engage pupils so the opportunity for behavioural problems will be minimised
  - Adhere to clear and known routines
  - Have an awareness of conflicting personalities and take steps to keep the relevant pupils separate
  - Be aware of individual's trigger points and avoid when possible.
  - Set up boundaries ("buffer zones")
- Children expect an instant solution. They want an adult to be judge, jury and executioner there and then.
  - Diffuse the situation, find out what occurred in a calm manner, hear witnesses, give appropriate attention to the victim
  - Aim for a win : win situation if appropriate
- Use colleagues to support behaviours.
- Reward positive behaviour with attention

## **3. Teaching and Encouraging Good Behaviour**

Some of the ways in which the qualities of good behaviour are taught and encouraged:

- Modelling good behaviour by staff, governors, parents and children.
- Circle Time – discussing feelings, appropriate expected classroom behaviour, behaviour management strategies.
- PSHE lessons – discussing co-operation, friendship skills (including SEAL).
- Drama- role playing confrontation and how to work through a resolution.
- Highlighting appropriate behaviour using rewards and praise assemblies.
- 1: 1 teaching of behaviour management strategies.
- Peer role models within ELSA groups.
- Pupils have ownership of the rules as a result of their involvement in establishing them in assembly and class.

- Teaching children to develop self responsibility from an early age. Roles and responsibilities throughout the school include:
  - School Councillors
  - Monitors for the registers, photocopiers and sports equipment
  - Peer mediators
  - Buddy system at playtimes
  - Lunchtime clubs run by Year 6

### **Processes:**

In each classroom there is a chart displaying the child's name and behind each name the child has 3 cards which are used alongside positive reinforcement of the school code of conduct.

#### **1) Green Card**

The majority of children will have a green card displayed by their name. This is because they have been following the code consistently.

#### **2) Yellow Card**

Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding 3 times of our expectations they will be told to change their card to yellow. The child will then miss part of their break time the time depending on the age of the child. The card will remain on yellow until the end of the day when the card will be changed to green ready to start the new day a fresh.

#### **3) Red Card**

If a child continues not to follow the code, they will be requested to change their card to red. The child will then be seen by a member of the Leadership team and to leave the classroom. There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse. Once a child receives a red card it is recorded and parents will be informed either by telephone or by letter.

### **Rewarding Good Behaviour**

We want to recognise the majority of children who are consistently following the 'Good to Be Green Code'. There are various ways in which this will happen:

#### **a) Green all day**

Children who are green all day will be rewarded with a house point. House points count towards class rewards and individual certificates.

#### **b) Privilege Cards**

If a child is green all week they will receive a sticker and a privilege card. The children have decided on the privileges with their class teacher and they will have the opportunity to receive their privilege the same day.

### **Other Processes to recognise, reward and celebrate positive behaviour**

Examples include:-

- Stickers on children, charts and for the whole class
- Golden Time
- Verbal and written praise
- Weekly comment in Home School Book
- Achievement Assembly
- Informally telling parents
- Certificates
- Star of the week
- Trophies and cups
- Visit to the Head teacher or other member of staff
- Star chart
- Good work stamp
- House points

## **Sanctions**

The child is sent with another child or LSA for an appropriate amount of time. The child will then be escorted back. If an appropriate adult is available to liaise with the child's class teacher, this will be done. Otherwise a responsible child will escort the child back to class and liaison will occur later in the day.

In the case of damage to people and / or property a letter of apology maybe requested. A copy of this apology will be sent to both parties involved and parents will be asked to acknowledge receipt.

***The board will be wiped clean at the end of each day allowing every child a fresh start for the following day.***

## **At break time:**

- Stand by a wall or fence for time-out
- Walk around with duty staff
- Duty teacher to inform class teacher if names need to be put on board for inappropriate behaviour during break time. The classroom series of warnings will be used.
- Lunchtime supervisors will liaise with the Senior Lunchtime Supervisor regarding specific incidents. The Lunchtime Supervisor will then liaise with the relevant member of staff.

## **Processes, rules and sanctions to deal with serious breaches of acceptable behaviour**

If the child's behaviour is completely unacceptable then stages detailed above may be by-passed and the head-teacher will be involved straight away along with parents.

### **Incidents that need to be reported:**

- **Biting**
- **Any physical abuse (with intention) to children or staff**
- **Bullying**
- **Racial abuse**
- **Swearing at staff**

## **At break times**

In the event of:-

- A serious incident occurring, the duty teacher or lunchtime supervisor will use the walkie - talkie to contact the staffroom for assistance.
- An emergency during break time then staff on duty should ring the bell and ensure pupils line up in classes as in fire evacuation.

## **In Class**

In the event of:-

- A serious incident occurring, a responsible adult will accompany the child to the member of staff responsible for the school during that session (usually the Head teacher or Deputy).
- An emergency, such as a child refusing to leave the class, then staff will remove the rest of the class to an appropriate location, such as the hall, ICT suite or Community Room. An adult will remain with the 1 remaining child in class. A Red Triangle will be sent to the member of staff responsible for school on that session, normally Headteacher or Deputy. This may require 2 classes to be put together for an activity such as a story or 2 classes maybe supervised by 1 teacher.

We acknowledge that it is important to get an angry child away from an audience.

**The Red Triangle is for crisis situations, where a member of staff needs support urgently.**

Going through the consequence / sanction system on the board will cover most incidents. However the Head teacher needs to be informed of serious incidents and a letter will be sent home with a covering phone call.

- This policy **must** be used with all the positive reinforcement strategies
- Remember to rebuild relationships with children.
- Remember it is the behaviour that is not liked, NOT the child.
- There may be occasions when a child by-passes earlier stages due to severity of incident.
- Remember it is CERTAINTY not SEVERITY of action from school
- Remember to support one another

*“To err is human; to forgive, divine.” Alexander Pope*

### **Persistent breaches of the school’s rules**

It is recognised that a minority of children have special needs with regard to their behaviour. At Grayshott Primary School each child is treated individually according to their needs and motivation. Therefore the following strategies have been used:-

- Daily report system to help monitor behaviour and encourage small steps towards better behaviour.
- Behavioural SMART targets on an IEP
- Individual Behaviour Plan
- Advice sought from HCC Behavioural Support Team
- Advice sought from Educational Psychologist
- ABC forms stored in Behaviour File
- Instant Reward Sticker Books
- Concentration Contracts
- Both group and 1:1 ELSA time where the behaviour may be due to underlying emotional issues.

This policy does not seek to limit the strategies which might be used to assist a child. Other strategies will be developed by teachers, LSAs, SenCo and relevant outside agencies as required.

*“Pupils who face difficulties in their lives are well supported and helped to overcome barriers to learning because the school has developed good partnerships with other professionals such as the behaviour support team” Ofsted report December 2010*

**In cases of severe behavioural problems, seriously affecting the education of other children, the child may be excluded in accordance with the School Standards and Framework Act 1998.**

### **Consultation**

The following have been consulted regarding the preparation of this policy:-

- Head teacher
- SLT
- Various class teachers
- LSAs
- ELSA
- PHSCE co-ordinator

Parental views have not been sought on this occasion, but it is envisaged that these will shortly be available as a result of the dissemination of this policy via the new school web site.

**Dissemination of the policy:**

- The existence of the new policy will be drawn to the staff's attention at the next staff meeting. (Headteacher's responsibility).
- The policy will be uploaded to the Governors' Drop Box and therefore accessible to all governors at any time. (Clerk's responsibility).
- The policy will be placed in the Governors' Statutory Policies File which is kept in the Headteacher's office at the school. (Clerk's responsibility to send to school's admin officer).
- The policy may be placed on the school website in PDF format so that it may be downloaded by all with internet access. (Clerk's responsibility to send to web-site designer/administrator).
- The Behaviour Principles will be placed on the school website in PDF format so that it may be downloaded by all with internet access. (Clerk's responsibility to send to web-site designer/administrator).
- Paper copies will be provided by the school office on request. A large number of paper copies will incur a photocopying charge.