

Written by: All Staff
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Gargrave C of E (VC) Primary School
Behaviour Policy

Rationale

Our school values are:

Love
Hope
Peace

We show these through:

Forgiveness
Friendship
Respect
Compassion
Sharing

These values have been created following consultation with all staff and parents and form the basis of the policy at Gargrave Church of England School. .
Through these we want to promote good behaviour in all pupils, prevent bullying, ensure pupils remain on task. These values should be as standard as well as instil self-discipline and respect.

Aims- in order to flourish we wish everyone to:

- Good behaviour
- Reach full potential
- Self-belief: self-confidence and resilience
- Delight in learning and reading
- Know how to stay safe
- Spirituality: understanding and ability to relate to others and society as a whole

- Proud of our community
- Ambition and broad horizons
- Healthy mind and body engaged with sports and clubs

We define bullying as *persistently and deliberately hurting a child or an adult. The emphasis being on the persistent intention to harm. This persistence may be by an individual, group or different pupils; but it is the persistent intention to harm which is the key issue.* Where there are concerns around this, then use the school anti-bullying policy and appendices.

Implementation

- Every adult has a responsibility for behaviour management.
- We will make clear our expectations of acceptable behaviour through the use of the school rules.

School Rules

Good Listening	‘we are good listeners’
Good Looking	‘we pay attention’
Good Sitting	‘we focus on the learning’
Good Speaking	‘we speak appropriately’
Thinking Time	‘we allow ourselves, and others, thinking time’
Gentle Hands- Hands Off	‘we respect ourselves, property and others’

Staff should be prepared to constantly remind the pupils of these rules. They MUST be visible in all areas of work. They should be referred to as part of the working week. Examples of how these rules ‘look’ in each class should be displayed. Further guidelines of expectations are in appendix 2.

Emphasising appropriate behaviour

- Provide a challenging, interesting, active and knowledge rich curriculum
- Create a safe, organised and pleasant environment with space for group and independent work
- Verbal praise and non-verbal communication such as smiling, thumbs up are encouraged to let all pupils know that their appropriate behaviour has been recognised.
- Use rewards clearly and consistently- recognising pupils’ individuality and needs
- Give attention to success (not just mis-behaviour), we need to ensure that all children experience success.
- Allow children, whenever possible, to take responsibility for themselves in their behaviour. Example strategies include providing choice wherever possible, tactical ignoring and allowing pupils time to solve problems themselves.
- Give children strategies to resolve their own conflict, see that children carry them out and reach a successful conclusion.
- Encourage children to be assertive, to express their feeling and to resolve conflict without resorting to violence, swearing or abuse.

- Year 6 have a buddy in the early years- to encourage responsibility and show good examples.
- White ribbons are given out in Celebration Assembly for pupils who have demonstrated the school values, records are kept of who and why and shared on the newsletter.
- School Ambassadors are trained in Year 6 to support pupils throughout the school in their emotional well-being.
- Silver Token
- Gold Stars are given out for pupils who have gone above expectations in their work/ attitude. These pupils have a 'hot chocolate treat'.

Attendance 100% attendance at the end of the year = £5 book voucher. 100% attendance in a term= '100% attendance' gift.

LUNCHTIMES stickers and rewards will be given out by MSA's for positive behaviour.

Making the Wrong Choices

Our youngest children enter our School at age four and embark on a process of learning. We understand that in order to **grasp** what the right choices are, it is inevitable that children will sometimes make wrong choices and that too is a valuable part of learning. As a staff body, they can learn from those experiences and when considering the wrong choices made by children, staff should first ask themselves the following:

- **Have I planned my lesson appropriately and shared my learning intention with children?**
- **Am I praising and rewarding those who behave?**
- **Is the work challenging and exciting enough to engage children in learning?**
- **Are the resources appropriate and readily available so that pace is maintained?**
- **Have I greeted them at the door and made my high expectations clear at the beginning?**
- **Is my seating plan right and have I made my 'reasonable requests' clear?**
- **Have I taken control of the class on entry, during the lesson and at dispersal?**

Communication between staff and consistency when applying this policy is paramount if it is to be successful. Staff are expected to share with each other particular concerns about any individual child or particularly positive actions by a child. CPOMs to be used to log incidents of poor behaviour.

Communication with parents is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. Parents need to know about good days as well as when things aren't good. We don't see informing parents as a sanction within itself but merely as information giving in the spirit of partnership. When contacting parents officially for meetings they should, because of open communication prior to the event, never be surprised. We also expect parents to contact us if anything happens outside of school which may affect a child's behaviour in school.

If an item not allowed is brought into school, it will be taken off them and returned to the family at the end of the day.

Clearly, children can make the wrong choice to varying degrees and as a result we have developed a series of reminders.

Using Reminders

'Reminders' are designed to give children choices. Its principle role is to support learning by tackling and dealing with low level disruptive behaviour, i.e. behaviour that undermines the children's own learning or that of others. If unchecked this sort of behaviour slows the pace of lessons and undermines the authority of the teacher, it is not a replacement for good classroom management techniques and will not compensate for poor teaching and/or unstructured lessons.

Each session will begin with rule/expectation reminders, these can be followed up with blanket reminders to the whole class.

A chart is placed on the wall to record the number of reminders and is a visual reminder to the class of the school rules. The children are taught that the chart is there to help them regulate their own behaviour. Reminders can be moved at any point when the adult sees a positive change in behaviour.

Reminder 1 (R1) — Initials to be written. *"Michael, you have continued to talk across the classroom. Michael, I am now marking you on an R1 as a reminder that you should show good looking in class."* – Teachers will mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. They will raise expectations and defuse the situation by praising those who are working well.

Reminder 2 (R2) – Initial to be written – *"Michael, you have again continued to talk you have now moved to a R2 as I have had to remind you twice, once more and your parents will be informed and you will miss your next break time."* – When teachers have given the verbal comment they may speak privately to the child. Getting down to the child's eye level being more personal helps diffuse whole class communication, keeps the class calm, additional signals or nonverbal refocusing may also be used.

Reminder 3 (R3) (Recorded CPOMs – parents informed – miss next breaktime) – *"Michael, that is your third reminder, your behaviour will be reported to your parents, you are on the verge of leaving the lesson because you a not behaving reasonably."* – Teachers will remind the child that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour: For example:

Set time markers for completing work – "You are here now and when I come back you should be here" –mark with the time; Moving seats – if this is possible; Offer different activities; Ask them to take a minute to think about their behaviour.

R3 will be recorded on CPOMS and the class teacher will inform the parent/carer verbally at the end of the day.

The total number of R3's will be recorded and used to monitor progress with staff and governors.

Reminder 4 (R4) (Recorded – parents informed – miss next breaktime – immediate withdrawal from class) – At this point the child must leave the room to an agreed partner class with a brief explanation to the receiving staff member until the end of the session. If they become argumentative then defer and ask for them to discuss this when they return.

When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. It could be some of the strategies above. This needs to be explained before next time so they can start with a clean slate. An R4 will also involve missing the next playtime at the next opportunity.

Reminder 5 (R5) – (Recorded – parents informed – miss next breaktime – immediate withdrawal from class to be sent to HT – half day isolation) Should a child's behaviour still not improve and require another reminder then the child is sent to the Headteacher or other member of the Senior Leadership Team (SLT). The SLT member will determine a space appropriate to the school and the age of the child where the child will work in isolation for the remainder of the session. The child will then work from the next half day period in this space and will miss lunchtime play.

Additionally an immediate R3/ R4 /R5 can be given for:

- Health and safety, violence or threatening behaviour towards others
- Refusal to follow a reasonable request*
- Refusing to hand over items which are not allowed in school
- Swearing
- Bullying

Guidance for failure of following a reasonable request*

Refusal to follow a reasonable request means that children are persistently not complying with a reasonable request. It does not mean that students are immediately given a R4, but they are asked 4 times to comply – *“Michael can you please...” “Michael I have asked you to... can you please do so.” “Michael are you refusing to follow a reasonable request to...” “Michael you have refused to follow a reasonable request, this has resulted in a R4 as you have had to be reminded four times”*.

It should also be noted that all behaviour is contextual and needs to be dealt with on an individual basis taking into account the context. Consequences are also judged on the basis of severity

Exclusion

Will be considered once all the other strategies have been tried and behaviour is still causing grave concern – in line with guidance set out by LA.

- In exceptional cases a violent (persistent intentional harm of adult or child), insubordinate (persistently not submissive to authority) child may be given a fixed-term exclusion. The Head teacher also reserves the right to permanently exclude a child **after consultation with the governors and LA.**

SEND

Teachers will take account of the needs of all the pupils in their class with respect to behaviour.

Pupils with SEMH and behavioural difficulties will have suitable support, this should include an individual plan and may mean that risk assessments have to be completed for pupils with special educational needs in order for them to access the curriculum. It is important that staff build positive relationships with the parents of pupils with behaviour difficulties. The school operates under the school's legal duty under the Equality Act 2010, in respect of pupils with SEND. Certain pupils will require a different approach to the ones in this policy and this will be outlined for pupils through SEND records.

Outside school

All teachers should be aware of their role where behaviour incidents occur outside of school “to such an extent as is reasonable”. The school will consider a response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Gargrave School will consider misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or

- wearing school uniform or
 - in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Monitoring and Review

- number of incidents recorded R3,4,5 on CPOMS type and timing to Governors through Head Teachers report.
- lesson observations
- formal staff meetings
- informal discussion with staff
- meeting with child and parents
- Annual questionnaire to parents.
- Health Related Behaviour Questionnaire

All the community have a responsibility to monitor and support the implementation of this policy. Suggestions for changes may be made at any time and may be incorporated through the addition of appendices. Both staff and Governors review this policy annually.

Examples of behaviours and the rewards and sanctions- the list is not exhaustive, and staff need to consider the context of the situation and the needs to the pupils.

Green	Silver Token	Gold Star
Every day every pupil starts here. Acceptable behaviour and a well ordered atmosphere. Consistently following rules	Worked hard and shown a positive and purposeful attitude	Extraordinary display of positive behaviour 'acts of kindness' going the extra mile, consistent display of positive attitude and application.
Verbal affirmation of acceptable behaviour		

Earns golden time if in green zone at end of day	Silver tokens count to house points at the end of the month.	Name on central display board, - a treat at the end of half-term
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Staff Guidance

All staff have signed the staff code of conduct and follow it.

Where there are allegations against staff in the implementation of the policy then this should be done through the complaints policy and the Safeguarding Policy

Appendix 1

Restrictive Physical Intervention (RPI)

Arrangements to manage physical intervention are:

Training has been taken place for all staff in April 2021. Following the HM Government Reducing the Need for Restraint and Restrictive Intervention means that the school will.

- Use evidence based approaches to behaviour support;
- Promote positive relationships and behaviours to eliminate unnecessary and inappropriate use of restraint;
- Understand when expert help is required from specialists, seek this support and implement their advice;
- Only use RPI as a last resort and then a risk assessment has been completed.
- Review how this is used.

GUIDELINES

Learning Behaviour

1. Arrive on time, go straight to classroom, get out planner and get equipment ready for the lesson.
2. Avoid unnecessary noise in lessons, which will prevent others from working. Know when to talk
3. Always have the correct equipment available for PE and swimming. It is essential that long hair is tied back and stud earrings and watches removed for PE and swimming sessions or a swimming cap worn to cover earrings.

Conduct behaviour

1. Ask permission from a teacher before leaving any room and to go to the toilet.
2. Knock on doors before entering a room and then enter.
3. Walk down corridors on the left-hand side.
4. Show respect and politeness to all people, at all times. **Good Manners.**
5. “Hands off”
6. Refrain from any kind of behaviour which could be seen as bullying.
7. As a “healthy school”, we encourage healthy snacks and water.
8. Respect property and equipment.
9. Share worries and concerns with year 6 school ambassadors, parents or staff so that steps can be taken to remedy the situation.

COLLECTING YOUR CHILD FROM SCHOOL

If you have to collect your child from school, at any time other than the end of the school day, for any reason, please notify the school office in advance. Please inform the office of your arrival so children can be safely handed over to you.

FURTHER GUIDELINES

1. We need a telephone call before 8.55 am if your child is going to be absent. This rules out any uncertainty about the safety of the children. A note is required, also in planner, if your child is unfit for swimming or PE.
2. We operate a first day contact system for the safeguarding of all our pupils. If we have no reason for an absence the administrator will contact home around 9.15AM to check the reason for the absence.
3. We need a telephone call or written message if home time arrangements differ from usual e.g. if a child is not attending a club a note should be put in their planner.
4. Please make sure that all clothing and belongings are clearly named.
5. Please send a drink to school every day (preferably water). Fruit is given to every pupils in EYFS, Y1 and Y2. You may send a healthy snack in.
6. The School cannot be held responsible for personal belongings brought into school.
7. Children should not bring electronic toys, telephones, radios, magazines, toys, football cards or any valuables into school. Pupils should not wear jewellery.