

Written by: All Staff

Shared with: Staff on 30<sup>th</sup> November 2020

Seen by Governors on: 16<sup>th</sup> December 2020

Review date: Autumn 2021

**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 create a safe, calm and friendly school environment where effective learning can take place, allowing all to reach their potential personally, educationally and socially.

**Aims- in order to flourish we wish everyone to:**

- Reach their full potential in and out of school
- Have self-belief and self-confidence
- Delight in learning
- Know how to stay safe
- Have resilience
- Proud of our community

- Have ambition and broad horizons
- Positive relationships
- Healthy mind and body
- Good behaviour

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**

- 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 and other’

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 pupils know that their positive 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.
- 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 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. A book will be kept in classrooms which will act as a log of wrong choices.

Communication with parents is also important. Our aim is to inform parents as early as possible about behaviour, good or bad. 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.

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. Once recorded the reminders cannot be rubbed off until the end of the session.

**Reminder 1 (R1) – The child’s name must be pegged on the board at this point** – *“Michael, you have continued to talk across the classroom. Michael, I am now marking you on an R1 as a reminder that you should be responsible 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) – The peg must be moved to R2 on the chart** – *“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 – 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 are 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 in the class behaviour book 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.

**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 R4 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.**

### **Planning**

Teachers will take account of the needs of all the pupils in their class with respect to behaviour. Teachers will use the behaviour for learning audit tool- Appendix 3- to evaluate and improve the provision. This may mean that risk assessments have to be completed for pupils with special educational needs in order for them to access the curriculum.

### **Monitoring and Review**

- number of incidents recorded R3,4,5 in class behaviour book, type and timing
- lesson observations
- formal staff meetings
- informal discussion with staff
- head teacher’s report to Governors
- 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 in the Autumn term.

**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	Gold Star
<p>Every Day every pupil starts here. Acceptable behaviour and a well ordered atmosphere. Consistently following rules</p>	<p>Worked hard and shown a positive and purposeful attitude</p>	<p>Extraordinary display of positive behaviour 'acts of kindness' going the extra mile, consistent display of positive attitude and application.</p>
<p>Verbal affirmation of acceptable behaviour  Earns golden time if in green zone at end of day</p>	<p>Silver stamp in planner at the end of the day  Every day in silver zone for a week then staff to consider them for a postcard sent home  Silver stamps count to house points at the end of the week.</p>	<p>Name on central display board, - a treat at the end of half-term</p>

## Appendix 1

### **Restrictive Physical Intervention (RPI)**

Arrangements to manage physical intervention are:

Training has been booked for all staff in January 2021. Following the HM Government Reducing the Need for Restraint and Restrictive Intervention means that the school will. (June 27<sup>th</sup> 2019)

- 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;
- 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.

### **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 mentors, 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. They will be put in the ‘Friday tray’.