

Garvestone Primary School

'Treat others the way we would like to be treated.'

Behaviour Policy

AIM OF POLICY

This Behaviour Policy is based on our school's values and expectations. It is intended to inform and support our school community, enabling consistency across the school and ensuring an environment that is safe, caring and conducive to effective learning. At the beginning of each academic year the Policy is discussed with the students.

EXPECTATIONS

We expect all members of our school community to:

- Treat others as they would like to be treated themselves.
- Speak, listen and act with courtesy and consideration
- Care for and support one another
- Recognise and celebrate one another's strengths
- Contribute positively to our school team
- Help to make our school a friendly and happy place
- Always try our best
- Make our school environment pleasing, smart and orderly
- Help others to learn and to teach
- Attend school regularly and be punctual
- Look after our own and other's property

RIGHTS AND RESPONSIBILITIES

Staff and pupils have agreed the following 'Rights and 'Responsibilities' based on our values and expectations:

AGREEMENT OF RIGHTS

Pupils have the right to:

- Be respected and feel valued
 - Learn in a safe, secure and well-ordered environment
 - Get on with their learning
 - Play safely and happily • Positive well-being
- Staff have the right to:*
- Be respected and feel valued
 - Work in a safe, secure and well-ordered environment
 - Get on with their teaching (or other duties!)
 - Work safely and happily
 - Positive well-being

AGREEMENT OF RESPONSIBILITIES

Pupils will:

- Respect all members of our school community
- Respect and look after all property
- Behave and dress appropriately
- Follow instructions given by staff
- Let others get on with learning and teaching
- Let others play safely and happily
- Be on time and prepared for lessons
- Have a good attitude and try their best

Staff will:

- Respect all members of our school community
- Respect and look after all property
- Behave and dress appropriately
- Set clear expectations
- Meet the needs of all pupils
- Support one another professionally
- Be on time and prepared
- Have a good attitude and try their best

REWARDS FOR KEEPING THE AGREEMENT

- Praise
- DOJO points
- Special Rewards for earning 20 Dojo
- Class Rewards for earning - Explorers 1000 Dojo points, Adventurers- 500 Dojo points and Navigators 750 Dojo points.
- Gold Award
- Class Awards
- MSA Awards (MSA nominated)

Emphasis is placed on **positive** reinforcement.

CONSEQUENCES FOR BREAKING AGREEMENT

- A reminder (*children may be given the choice to move to another part of the class*)
- A warning
- A move to another part of the class (or playground if at playtime) • 5 minutes in a different class - Time Out Sheet to be completed.
- A consequence (appropriate to age and action.)
- A lunchtime detention, decided by teacher
- Sent to Head teacher (if this leads to detention parents will be contacted)

Children may also be excluded from part or all of their morning playtime as a consequence of inappropriate behaviour or time wasting. This is to provide opportunity for them to reflect on the issue and /or to catch up with any work missed as a result of the behaviour.

LUNCHTIME DETENTIONS

The following behaviours will result in a minimum consequence of detention:

- Racist behaviour
- Homophobic language or behaviour
- Behaviour related to religious intolerance
- Abusive language towards any member of the school community
- Physical abuse to any member of the school community
- Refusal to comply with instructions/defiance

- Behaving in a manner which is unsafe to self or others

A log is **kept** recording such detentions and parents will be informed. Detentions are supervised by school staff.

Incidents of unacceptable behaviour are recorded on the Class Behaviour log.

CONFISCATION OF PUPIL PROPERTY

Where children have brought inappropriate items in to school or personal items have caused a persistent disruption to their learning or the learning of others, these items will be confiscated and stored until the end of the school day. Parents will be contacted to collect the items if it is deemed to be necessary for safety reasons.

SEARCHING PUPILS

Although it is unlikely that the need will arise, the school has the right to search children's bags or clothing in specific circumstances. This will be done in a discrete manner and involve two members of teaching staff. Parents will be informed that this procedure has been deemed necessary.

POLICY AND PRACTICE

Children should be provided with opportunities for success and praise. A child who feels valued and respected will make a positive contribution to the life of the school.

We aim to promote caring attitudes and behaviour by modelling and reinforcing our expectations in every aspect of school life. Whole school assemblies will support this.

Children will be made aware that rewards and consequences are a result of their own choices, and they will be encouraged to make the right choices. They will be asked to reflect on their actions and consider the impact of inappropriate behaviour, especially the feelings of others. Children will be given opportunities to talk through behaviour incidents and to rectify situations wherever possible, e.g. by making apologies.

The PATHS (Promoting Alternative Thinking Strategies) programme is taught throughout the school; it develops children's understanding of emotions and their ability to manage these and make appropriate choices in their behaviour. These lessons also provide opportunities to develop skills in listening and self-expression, as well as developing respect for opinions and feelings that may be different to their own. Children are taught to deal with and solve problems and to resolve conflict.

'Circle Time' and discussion may also be used to consider and resolve issues in a positive way.

Children will be taught about differences and similarities; with a focus on developing a positive understanding of racial and cultural differences as well as those of sexual orientation.

Racist behaviour or remarks will not be tolerated and will be addressed through support for the victim and action to change the behaviour of the perpetrator. Parents will be informed. Such incidents will be logged, reported to County and monitored.

Homophobic behaviour or remarks will not be tolerated; this includes the use of the word 'gay' in a derogatory manner. Staff will address this through a consistent response and age appropriate curriculum and resources.

Our zero-tolerance approach to sexual harassment and sexual violence

We are committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to Norfolk Children's Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
 - Norfolk Early Help
 - Children's social care
 - Police

Please also refer to our child protection and safeguarding policy for more information.

OUT OF CLASS BEHAVIOUR

Our Agreement of Rights, Responsibilities, Rewards and Consequences applies to out of class behaviour as well as within the classroom and when representing the school.

Playtimes will be used as opportunities to extend social skills and develop independence and responsibility. Expectations of out of class behaviour will be reinforced daily.

The MSAs will follow the school's behaviour policy and procedures. MSAs will complete a lunchtime behaviour form, for the attention of the teacher, if a child has not responded appropriately during lunchtime. MSAs will also recognise positive behaviour and nominate children for the weekly MSA awards.

There is a high expectation of behaviour during school educational visits, day or residential, and the behaviour policy and procedures will be adhered to.

SUPPORT

Children whose behaviour indicates significant problems may be supported by means of an I.E.P (Individual Education Plan) with specific targets and success criteria. A Behaviour Plan may also be drawn up. Parents will be involved in monitoring their child's progress. If progress is insufficient, the advice of external agencies, such as the Short Stay School, will be sought. This will be fully explained and discussed with the child's parents to enable Home and School to work closely together in the child's best interests.

The school will advise parents on support agencies able to help children with particular emotional or behavioural needs as appropriate.

PARENT PARTNERSHIP

We expect parents to support their child's learning and to work together with the school. Parents have access to the Behaviour Policy via the school reception and on our school website. Parents have the opportunity to express their views during teacher consultations each term. The school will keep parents informed of positive behaviour, this may take the form of:

- Class teacher informing parents

- Headteacher informing parents, verbally or by letter

- The 'Gold Awards'

- Lunchtime Awards

- Newsletters

The school will also keep parents informed of children whose behaviour is inappropriate or causing concern. We aim to establish a supportive dialogue between home and school to enable a co-operative and consistent approach to improving the behaviour.

If a parent has concerns about their child's behaviour, or resulting from other children's behaviour, we ask them to contact the school, primarily through their class teacher and then the Headteacher.

PROMOTING CONSISTENCY OF PRACTICE

- All staff **are** fully informed, and have a shared understanding, of this policy and the procedures for its implementation
- There **is** regular discussion and sharing of ideas in staff meetings
- Teachers, teaching assistants and midday supervisors work together in promoting desired behaviour
- Colleagues are able to observe, support and share good practice
- Governors are clear of the policy and able to observe this within the classroom
- Parents/ carers **are** informed of the policy, supported where necessary and given advice on how they can help their child succeed in school
- Children are involved through class discussions and school council.

MONITORING, EVALUATION & REVIEW

Staff will monitor the behaviour around the school, this will be discussed, and the impact of the Behaviour Policy regularly evaluated at staff meetings. Parents will be kept informed of the effectiveness of the Policy and be able to contribute their opinions /suggestions via School surveys and suggestion box. Any agreed review of procedure will be agreed by the school community and recorded within this Policy document.

EXCLUSION

Exclusion may be the consequence of extreme behaviour, this may include racist, homophobic, aggressive or violent behaviour and behaviour in which the safety of the pupil, or other pupils or staff is jeopardised, or the learning of the pupil, or other pupils is severely disrupted.

Exclusion of pupils from our school will follow the County Policy and Procedures. Only the Headteacher (or Acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods for up to 45 days in any one school year. The period of exclusion is at the judgement of the Headteacher. The Headteacher may also exclude a pupil permanently. If the Headteacher excludes a pupil, the parent will be informed immediately and given the reasons for the exclusion. At the same time, it is made clear that the parents can, if they wish, appeal against the decisions to

the Governing Body. The Governing Body has a Discipline Committee that considers any exclusion appeals on its behalf. They consider the circumstances in which the pupil was excluded, representation by the parents and LA and consider whether the pupil should be reinstated.

Agreed by staff:July 2022.....

Agreed by Governors:

Policy to be reviewed:July 2023.....

BEHAVIOUR/INCIDENT REPORT - YELLOW SLIP - ISSUING ONE OF THESE RESULTS IN A LUNCHTIME DETENTION

| | | | |
|------------------|---|-------|-------|
| PUPIL'S NAME: | CLASS: | DATE: | TIME: |
| ADULT REPORTING: | WHERE INCIDENT OCCURRED (e.g. hall, playground, classroom): | | |

NATURE OF INCIDENT (PLEASE TICK AND COMMENT AS APPROPRIATE)

TIME OUT SHEET

CARE RESPECT RESPONSIBILITY HONESTY APPRECIATION

| | | | | | | |
|--|--|------------------------------|--|---------------------------------|--|--------------------|
| ABUSIVE LANGUAGE OR NAME-CALLING (STAFF) | | COMMENT FROM ADULT REPORTING | | | | |
| ABUSIVE LANGUAGE OR NAME-CALLING (STUDENT) | | | | | | |
| BULLYING | | | | | | |
| CONSTANT REFUSAL DESPITE REPEATED REQUESTS | | | | | | |
| CONTINUALLY DISRUPTIVE BEHAVIOUR | | | | | | |
| DANGEROUS BEHAVIOUR | | | | | | |
| DISRESPECTFUL BEHAVIOUR (STAFF) | | | | | | |
| DISRESPECTFUL BEHAVIOUR (STUDENT) | | | | | | |
| FIGHTING | | | | | | |
| INTIMIDATING BEHAVIOUR | | | | | | |
| LEAVING THE ROOM WITHOUT PERMISSION | | | | | | |
| PHYSICAL AGRESSION (STAFF) | | | | | | |
| PHYSICAL AGRESSION (STUDENT) | | | | | | |
| RACISM | | | | | | |
| STEALING | | | | | | |
| OTHER (please specify) | | | | | | |
| DETENTION | | LETTER HOME | | VERBAL/WRITTEN APOLOGY TO CHILD | | REMOVED FROM CLASS |
| VALUES DISCUSSED | | PARENT SPOKEN TO | | VERBAL/WRITTEN APOLOGY TO ADULT | | OTHER |

DETERMINATION

| | | |
|----------|-----------|-------|
| MY NAME: | MY CLASS: | DATE: |
|----------|-----------|-------|

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|----------------------------|
| WHAT I DID THAT WAS WRONG: |
|----------------------------|

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|--------------------------|
| |
| |
| WHY IT WAS WRONG: |
| |
| WHAT I SHOULD HAVE DONE: |
| |

Please circle: Explorers, Adventurers, Navigators
TEACHER COMMENTS: