

GAYTON PRIMARY SCHOOL



Behaviour Policy

Approved by: Governing Board

Last Reviewed on: October 2023

Next review due by: October 2024

Introduction

Our primary aim is that every member of Gayton Primary School feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our behaviour policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of the behaviour and discipline policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

- Cheshire Academies Trust (CAT) expects every member of our community to behave in a considerate way towards others;
- We treat all children fairly and apply this behaviour policy in a consistent way;
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of their school community;
- Our school recognises good behaviour as we believe that this will help to develop an ethos of kindness and co-operation;
- This policy is designed to promote good behaviour rather than merely deter anti-social behaviour;
- Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline.

Expected Behaviour

The Home School Agreement requires children and parents to sign up to the whole school expectations for behaviour.

We expect all our children to be **ready, respectful and safe** at all times within school. All staff will constantly promote these three expectations at all times.

Encouraging Good Behaviour

Children are reminded about expected behaviour through class discussion, individual conversations and through our PHSE and RSE curriculum;

Children are all given a designated role in their classroom to develop their sense of belonging and being a necessary part of our school community.

Staff will also use other techniques such as ‘check in’ and ‘check out’ to encourage community and interdependence;

Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-calming techniques to help them in situations they find emotionally challenging.

All children will have the opportunity to practise and develop strategies for self- calming during REST EASY time on a daily basis. Staff will actively support pupils in developing these strategies and help children in finding strategies that work best for them.

All classrooms have a 'Safe Place' within the classroom. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self- calming techniques. Staff will support children as appropriate at these times. This is not a time out punishment, rather an opportunity to calm down and reflect how they can deal appropriately with their worries/upset.

Conscious Discipline:

As a school, we have adopted the Conscious Discipline approach to behavior management. This approach full supports our school values, ethos and culture and supports staff and children in managing and supporting behaviour, emotions and actions. Our main aim is that we teach our children the skills and language they need to respond to conflict and emotions rather than react.

Conscious Discipline teaches seven essential skills:

Composure- Helps children and adults to stay calm or become composed.

Encouragement- Creates a sense of belonging so that children are willing to contribute in a helpful way.

Assertiveness: Teaches children to establish and respect healthy boundaries.

Choices- Empowering children to take responsibility for their own choices.

Empathy- Helps children to accept and process their feelings.

Positive Intent: Aims to create teachable moments.

Consequences- Helps children to learn from their mistakes – to reflect on their choices and change.

Recognising Good Behaviour- some examples:

- Each class member has an individual role or job within the classroom/school.
- Positive noticing within the classroom and around school.
- Use of recognition boards within the class to recognise the children who are displaying the given focus outlined as part of the recognition board.
- Use of 'notes home' to praise pupils for something positive they have done or achieved in school.
- Each week class teachers nominate a child for a 'values award' for displaying the value of the half term or for one of the school's six values
- Each week class teachers nominate a child for a 'Headteacher's award'
- As a staff we have the decision not to give out stickers or points/prizes. Rather children will be encouraged to recognise the positive effect their good behavior has on themselves and others thus helping them to develop self-motivation. We recognise that on rare occasions children, who are struggling to develop good behavior patterns, may need a short term series

of goals and rewards to help them develop their self-discipline skills. These will be developed in consultation with the SENDCo and members of the SLT team.

- We acknowledge all the efforts and achievements of children, both in and out of school.

Dealing with inappropriate behaviour- some examples.

Children are taught and supported to calmly and assertively challenge any behaviour they find makes them feel uncomfortable from any other child. This is carefully monitored by staff. We believe it is important for each child to be able to express what they don't like when a behaviour causes them hurt or upset;

Children are encouraged to use the self-calming techniques they have been taught in confrontational situations. They are encouraged to use the Safe Place for this purpose and to seek staff support as appropriate;

If a child's physical, emotional or mental safety has been compromised by themselves or another child all children involved will take part in a discussion. This discussion will centre around how best to resolve the situation and how to best prevent it occurring again. The situation may have natural consequences or intentional consequences imposed by staff (eg. a child may be removed from the playground if their behaviour is deemed by staff to pose a threat to their or other child's safety);

Consequences will be appropriate to each situation and will be designed to help children learn from their mistakes;

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own;

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

The safety of the children in our care is paramount in all situations. If a child's behavior endangers the safety of others, the class teacher stops the activity and may remove the child from taking part. If a child threatens, hurts or bullies another child, the class teacher records the incident, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets other the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behavior of the child. (Parents are often involved before this stage as staff aim to have an open informal communication with parents about any concerns.)

We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE non-statutory guidance '*The Use of Force to Control or Restrain Children, 2008.*'

Staff do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child or if a child is in danger or hurting him/herself. The actions that we are take are in line with government guidance on the restraint of children.

The role of the class teacher:

It is the responsibility of the class teacher to ensure that children in their class behave in a responsible manner during lesson time. Our class teachers have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces consistent positive behaviour. The teacher treats all children in their class with respect and understanding.

If a child displays inappropriate behaviour repeatedly in class, in the first instance, the class teacher deals with incidents him/herself. However, if inappropriate behaviour continues, the class teacher seeks help and advice from the Senior Management Team and SENDco. The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Behaviour deemed to reflect Special Needs:

If a child's inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENDCO to draw up an Individual Behaviour Plan.

Where targets are not met, and the child constantly fails to reach the standards of behavior expected. The SENDCO may request the involvement of outside agencies, such as behaviour support/inclusion team from the local authority. This is in accordance with the Graduated response and complies with the Special Needs Code of Practice.

The role of the headteacher:

It is the responsibility of the Headteacher to implement the school behavior policy consistently throughout their school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in school. The Headteacher supports the staff by implementing the policy, by setting the standards of behavior and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behavior that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified. There are occasions where a fixed term exclusion may not be appropriate, but it is also not appropriate for the child to remain in class. In these instances an internal exclusion may be enacted.

The role of parents:

School works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately, if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes parents should support the actions of the school. If parents have any concern about the way that

their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance can be implemented.

The role of the Governing Board:

The Governing board has the responsibility of setting down these general guidelines on standards of discipline and behavior, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behavior and discipline policy, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this account when making decisions about matters of behaviour.

Internal, fixed- term and permanent exclusions:

The Headteacher, or Senior Leader in their absence has the power to internally exclude a child for a fixed period. Internal exclusions are used where a serious act of inappropriate behavior has occurred but is has not endangered the safety of others or the child in question; or there are other mitigating factors which lead the Headteacher or Senior Leader to conclude an exclusion away from the school site is either not appropriate, proportionate or both. Internal exclusions will also be considered where this is deemed to be best for the welfare, safety and wellbeing of the child in question. They will always be the first option when any form of exclusion is being considered. Internal exclusions are short term intervention measures lasting no longer than a single school day and will always be communicated to parents prior to the commencement of the exclusions. Where it is deemed an additional period of internal exclusion may be required, this is through the consent of parents. The child being internally excluded will receive the same work as their peers, but will study away from their class under the supervision of a senior leader in school. This will be in a quiet, safe environment such as an office or alternative classroom. They will still receive break and lunchtimes, but this will be away from their usual class. During internal exclusion, time will be spent working with the children to help them understand why their behaviour was deemed as seriously inappropriate and the effect and consequences this had or could have had upon others. The focus of the internal exclusion will be to give time for reflection and remorse, as opposed to punishment. Before ending internal exclusion, the senior leader supervising the child in question will ensure a smooth reintegration process for the child to return to their class, taking into account their safety, welfare and wellbeing. This will be communicated either verbally or in writing to parents. The headteacher or senior leader in their absence, has the power to exclude a child from school away from the school site. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher, or Senior Leader in their absence, excludes a child, parents are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents in a letter that they can, if they wish, appeal against the decision to the Governing Body immediately by writing to the clerk of the governors. In the letter the school informs the parents how to make any such appeal. The school also informs the parents that if they consider the exclusion has occurred as a result of discrimination then they make a claim to the First- tier Tribunal (Special Educational

Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded. The Headteacher informs the LA and consults with the named governor for exclusions about any permanent exclusion, and about any fixed-term exclusion beyond five days in any one term.

The Governing board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representations by parents. Whilst the governing body has no power to direct reinstatement, they must consider any representation parents make and may place a copy of their findings on the child's school record.

Monitoring:

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is excluded for a fixed-term, or is permanently excluded. It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.