

Godolphin Primary School



Behaviour Policy

Provenance	Date
Implementation	Oct 2020

Review Date
Reviewed September 2021. No changes.
Reviewed September 2022. Changes/additions made inline with DfE Advice for Headteachers and School Staff July 2022 Additions: Removal from Classrooms, Behaviour outside of school premises
Additions made in January 2023 to include Crofty Behaviour Strategy
Next review: January 2024

<u>To be read in conjunction with:</u>	<ul style="list-style-type: none">• Anti-Bullying Policy• Online Safeguarding Policy• Safeguarding and Child Security Policy• Child On Child Abuse Policy• Special Educational Needs Policy• Safe Touch Policy
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At Godolphin we aim:

- To provide a happy, secure, inclusive, caring environment, where all feel valued and believed in
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development
- Enable everyone to work together in an effective and considerate way.

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between all members of the school community
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful (in that they support individuals to learn) and positive

Standards of Behaviour

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the child's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the child's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. These principles are embodied into the school rules:

- Show good manners at all times

- Follow instructions with thought and care
- Care for everyone and everything

Virtues in Education

Virtues in Education underpins our approach to behaviour and attitudes. The Virtues Project nurtures our children in the skills and qualities they need to be successful in school and in life. The mission of The Virtues Project is to inspire people of all cultures to remember who we really are and to live by our highest values.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;

- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is on rewards to reinforce and acknowledge good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Rewards may also be used as a motivational strategy to encourage positive attitudes, develop self confidence and self esteem, encourage friendships and as a strategy in response to aspects of a child's special educational needs.

Within our school, we have a range of rewards:

- Verbal Feedback
- Stickers
- Team points
- Stampers
- Virtue Gems
- Certificates
- Head Teacher awards

Our Approach to Relationships and Behaviour

At Godolphin Primary School, we value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways:

- Firstly, we use a restorative approach to deal with conflict to find meaningful, positive solutions for all involved
- Secondly, if this approach is unsuccessful, we have agreed consequences, which can be used to support the child in learning about good behaviour

Sanctions and consequences

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions and consequences to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of sanctions/consequences should be consistent across the school in response to unacceptable behaviour. However, in certain circumstances sanctions/consequences need to be tailored to the individual child and situation. Sanctions/consequences need to be balanced against considerations such as special educational needs and other mitigating circumstances pertinent to the individual.

The use of sanctions/consequences should be characterised by certain features: -

- It must be clear why the sanction/consequence is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions/consequences.
- Group sanctions/consequences should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to

warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Serious or repeated misbehaviour

Such incidents will be logged and brought to the attention of the class teacher, the Assistant Headteacher/the Head teacher.

With repeated poor behaviour the class teacher/senior leader will discuss the matter with parents and TAs to arrange a plan for improvement. This will include consultation with the parent/guardian to affect a joint approach to exploring and dealing with the problem. Assistance from outside agencies will be called upon if necessary. This will usually lead to a more detailed behaviour plan, which will identify the agreed sanctions. Usually a home/school book will be used to provide daily reports on the child to ensure parents are kept informed and praise good behaviour and punish poor behaviour.

Where anti-social, disruptive or aggressive behaviour is frequent sanctions/consequences alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support may be necessary. This possibility should be discussed with the Head teacher.

If the behaviour has reached a point where a temporary, or permanent, exclusion may be necessary a risk assessment must be carried out and the school should consider liaising with the Local Authority.

Exclusions

In extreme cases Godolphin Primary School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed to ensure that all decisions taken remain lawful and that those people who need to be informed have the appropriate information shared with them. (See Exclusion Flow Chart in the Appendices)

Use of separate spaces

In this school we may require a dysregulated pupil to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult.

In addition to this, we may request dysregulated pupils to attend a school in the MAT for 1-2 days for a transferred inclusion, they will be supported by a member of staff from Godolphin Primary School. Any situation that prevents a child from leaving a room of their own free will only be considered in the short term and very exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools' at all times.

Children sent off-site for education

Under section 29A Education Act 2002 governing bodies including Local Authorities of maintained schools can direct a pupil off-site for education to improve the pupil's behaviour.

In this situation what the body must do:

1. Ensure that parents are given clear information about the placement –
2. why, when, where and how it will be reviewed;
3. advise the Local Authority, where the child has a Statement of SEN or EHCP;

4. regularly review the placement (with regular input from parents), to ensure it is achieving its objectives and the pupil is benefitting from it.
5. Parents can request, in writing, that the placement is reviewed and governing bodies must comply with the request as soon as is reasonably practicable, unless there has been a review in the last 10 weeks.

Local Authority should have a plan for reintegrating a child into mainstream schooling at the end of the placement off-site.

A report should be produced of the pupil's achievements, attainment and progress as well as attendance.

A child can also be sent to another site for education under a managed move.

Managed move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty MAT and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to .

Responding to the behaviour of children with additional needs and/or disability (SEND)

We fairly and consistently promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn well. The school will consider whether children with social, emotional and mental health needs or those with additional special educational needs and/or disabilities require any reasonable adjustments to sanctions and will always seek to understand the underlying reasons for the behaviour.

Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Positive Handling and Use of Safe Touch

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that: Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely. In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encourage an anxious child or a child with low self-esteem

Use of reasonable force

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective.

Team Teach techniques seek to avoid injury to a pupil, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that pupils remain safe.

Online Safety

Any Online Safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see section on ‘Cyber-Bullying’ in ‘Anti-Bullying Policy’).

Sexual Violence, Online Sexual Abuse and Sexual Harassment

At Godolphin Primary School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be sanctioned in line with this policy and under guidance from <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

The role of education in prevention

At Godolphin Primary School we recognise we play an important role in preventative education. The DFE ‘Keeping Children Safe in Education’ document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum. The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships
- learning to make positive choices
- what respectful behaviour looks like
- stereotyping, equality, discriminatory behaviour
- body confidence, self-esteem and resilience
- prejudiced based behaviour (hate crime)

Relationships Education at Godolphin Primary School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Schools should collaborate with local authorities to promote good behaviour on school transport.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

Training

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training.

At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

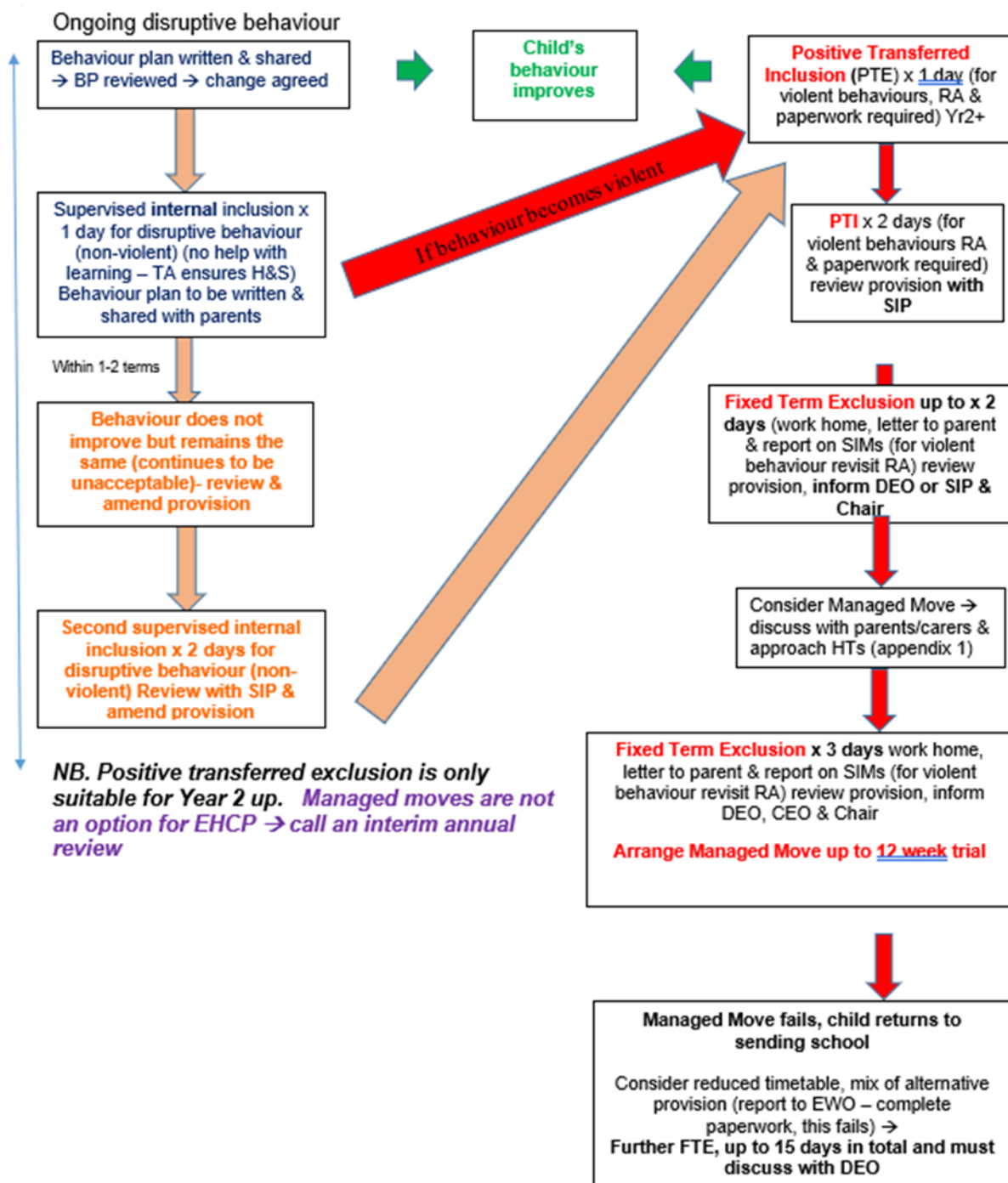
Monitoring/ Data Collection

We have well established systems in place for recording behaviour incidents. Senior Leaders analyse these to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required. The school reports on the effectiveness of their Behaviour Policies to our Local Governing Body.

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of the Crofty Trustees.

APPENDICES

CROFTY MULTI ACADEMY TRUST BEHAVIOUR STRATEGY LEVEL 2



Exclusion Flow Chart

