

GHYLLGROVE PRIMARY SCHOOL



Behaviour and Relationships Policy

Reviewed by the Governors: Autumn 2023

Date to be reviewed: Autumn 2024

GHYLLGROVE PRIMARY SCHOOL



Behaviour and Relationships Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for Behaviour at Ghyllgrove Primary School.

LEA GUIDELINES have been taken into consideration in the formulation of this policy.

This document was reviewed during Autumn 2023 and was approved by the governing body on

THIS POLICY WILL BE REVIEWED Autumn 2024. A schedule for the review of this, and all other, policy documents is set out in the schools Three Year Plan of Whole School Development.

Purpose of the Policy

THE BEHAVIOUR POLICY should be read in conjunction with the Policies for Teaching and Learning, SEN, Safeguarding, Safer Handling, TPP statement and Anti-Bullying, together these establish the general ethos of the school.

Principles

EVERY CHILD has the right to learn and no child has the right to disrupt the learning of others.

The Department for Education (Behaviour & Discipline in School January 2016: pg6) recognises the following points:-

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property.

Aims

OUR AIMS FOR BEHAVIOUR are that all children will:

- Every member of the school community feels valued and respected.
- To promote an environment where everyone feels happy, safe and secure and able to learn.
- We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

- We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

Responsibilities

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by

- valuing children and adults as individuals
- respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations with clear routines.
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- consistently using strategies to eliminate unexpected behaviour such as bullying and harassment
- caring for, and taking a pride in, the physical environment of the school
- working as a team, supporting and encouraging one another encouraging the individual to be responsible for their own behaviour
- record and monitor attendance and punctuality and responding firmly when either is poor
- record and report incidents of unexpected behaviours and bullying
- take active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified

THE HEAD TEACHER, DEPUTY HEADTEACHERS AND SENIOR STAFF:

- take a lead in the establishment of a positive school ethos
- take responsibility for devising and implementing a Teaching and Learning Policy which acknowledges its influences on pupils' behaviour and motivation
- monitor and review behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- implement an anti-bullying policy (see Anti-Bullying policy)
- Implement protocols for the use of physical intervention in the school
- Implement a Safer Handling policy to ensure all staff understand how to deal with serious behaviour incidents (See Safer Handling policy)

TEACHERS work towards the school's aims by

- providing a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement
- recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- enabling children to take increasing responsibility for their own learning and behaviour
- ensuring that learning is progressive and continuous
- being good role models - punctual, well prepared and organised
- taking quick, firm action to prevent one child inhibiting another's progress
- providing opportunities for children to discuss appropriate behaviour

- working collaboratively with a shared philosophy and commonality of practice.
- adhering to the Ghyllgrove Home / School Agreement

PUPILS work toward the school's aims by

FOLLOWING THE SCHOOL RULES

- attending school regularly
- being punctual and ready to begin lessons on time
- being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- contributing to the development of the school's behaviour
- conducting themselves in an orderly manner
- developing responsibility for their environment and for their own learning and behaviour
- adhering to the Ghyllgrove Home / School Agreement

PARENTS work toward the school's aims by

- ensuring that children attend school in good health, punctually, and regularly (this involves avoiding taking holidays in term time)
- providing prompt communication to explain all absences
- providing support for the discipline within the school and for the teacher's role
- being realistic about their children's abilities and offering encouragement and praise
- participating in discussions concerning their children's progress and attainments
- ensuring early contact with school to discuss matters, which affect a child's happiness, progress and behaviour
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children at all times by adhering to the Ghyllgrove Home / School Agreement

Procedures

FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY include

- regular meetings of the S.L.T. in order to develop and monitor school behaviour policy
- regular meetings with the Pupils Support Team to monitor pupil welfare.
- regular meetings of representatives of teaching and support staff to review behaviour issues
- opportunities for the professional development of teachers and support staff
- regular feedback on the school's behaviour policy given to governors at curriculum meetings and full governing body meetings
- meetings with the school council

FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS include

- family courses

- regular informal contact with teachers who are always accessible to parents after school
- good communication channels including regular newsletters from school and website
- opportunities to meet parents at formal parents' evenings
- a programme of productions and fund raising events
- a Home School Agreement
- welcoming other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- a clear policy for children with special needs (see Special Needs Policy and SEN School offer)
- a procedure for the monitoring of parental support with reading, involving a home school diary which is signed by parents regularly

FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR include

- a School Council of pupil and staff representatives which meets regularly
- a programme of Personal Health and Social Education and citizenship designed to promote mutual respect, self discipline and social responsibility (see PSHCE Policy)
- a programme of Religious Education which includes ethical and moral issues (see RE Policy)
- the teaching of an agreed set of rules to begin the school year by each class at the beginning of the autumn term
- Identified children working with the Pupil Support Team.

FOR PROMOTING DESIRABLE BEHAVIOUR include

- staff acting as role models
- a Pupil Support team offering a range of interventions to support those who struggle to behave appropriately
- staff offering guidance to children including praise and encouragement
- the provision of a curriculum designed to stretch and engage each child
- classroom organisation which facilitates independent working
- the encouragement and appreciation of children who act as positive role models
- collaborative work within classes and across year groups which helps to develop good relationships
- merit award system involving the distribution of golden time squares, team points, gold awards and other rewards for good work and behaviour on a daily and weekly basis, as well as during Wizard Learning, Gold Assembly and the Celebrating Us Assembly
- procedures for transition into KS3

FOR PROMOTING CARE OF THE PHYSICAL ENVIRONMENT include

- display of children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- involvement of children, parents and representatives of the wider community in the planning, and where, practical, the implementation of developments to the school environment (improving school grounds)
- the commitment of school funds to developments to the school environment
- a variety of security measures, including movement sensitive lighting and alarm systems.

FOR ELIMINATING UNDESIRABLE BEHAVIOUR include

- clear guidelines on responding to behavioural issues, which have been developed by, and have the full commitment of, all teaching and support staff.
- a schedule of sanctions for undesirable behaviour (see Action/Consequences grid for KS 1 and KS 2)
- conscientious supervision of pupils at all times
- rapid and stringent response to incidents of bullying and racial or sexual harassment (see Anti-Bullying policy)
- a readiness to tackle persistent behavioural problems through the special needs procedure and through pupil support programme
- extra curricular activities at lunchtimes to engage children's interests
- provision of 'Homebase' to discuss playground issues
- provision of 'Lunchtime Clubs' to help vulnerable pupils
- a readiness to involve other agencies in order that a pupil who exhibits undesirable behaviour is also offered support in respect of safeguarding.

FOR DISCIPLINING BEYOND THE SCHOOL GATE include

The school will respond to issues of undesirable behaviour beyond the school gate. If a child is reported to the school as behaving badly when off school premises, the headteacher will be informed and will respond/investigate appropriately, including parental involvement.

- the headteacher will decide if any reported incidents beyond the school gate need to be reported to the police or other authorities
- if the behaviour is criminal or poses a serious threat to a member of the public, the police or social care will be informed
- should an investigated incident or undesirable behaviour suggest that a child is suffering social care will be informed
- all children will be briefed before any trips out that the school rules still apply. Pupils breaking school rules on trips will be sanctioned in line with normal policy
- the parents of those individual children who are at serious risk of misbehaving on trips will be asked in advance to accompany them on the visit. Should an incident of undesirable behaviour occur whilst on the visit, the parents may be asked to take their child home.

FOR SEARCHING AND CONFISCATING

Prohibited items

Staff members have the power to search pupils for any item if the pupil agrees, under the common law. If the pupil refuses to cooperate with a search for a prohibited item and it is deemed that the search is not urgent advice must be taken from the Headteacher or a member of SLT. During this time the pupil must be supervised.

The headteacher and staff authorised (Deputy Heads, SENCO's, Phase leaders and Pastoral team) by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item on them.

Parents will be contacted where possible before a search begins but will always be informed of the outcome as soon as practicable.

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for

If a child is suspected of bringing in any of the above items then the headteacher will direct staff in the most appropriate course of action. Should a child be searched then two members of staff will be present. The person carrying out the search will be the same sex as the pupil being searched. The only exception will be if the searcher reasonably believes that there is risk of serious harm being caused to a person if a search isn't carried out urgently and if it is not reasonably practical to summon another member of staff (to carry out the search or act as a witness) within the time available.

Prohibited items likely to cause harm or be detrimental to school discipline will be kept securely. The headteacher will decide when and if to return a confiscated item/or when to refer the incident to the police or social care.

This then needs to be reported on my concern.

Banned items

On occasions it is necessary to ban items from being brought into school if they are causing problems. Children will be informed what items are currently banned.

If a child is suspected of bringing in a banned item then a member of staff will ask the child to hand the item over for safe keeping. Should the child refuse then the headteacher will direct staff in the most appropriate course of action.

All confiscated banned items will be kept by a member of school staff and returned to the child or his/her parents, usually at the end of the school day.

GHYLLGROVE PRIMARY SCHOOL: BEHAVIOUR PROTOCOL

The aim

To encourage good behaviour and to provide a way for the whole environment of the school to be safe, orderly, calm and conducive to positive teaching and positive learning.

The behaviour plan is to be fair and consistent:-

Whoever uses it
Wherever it is used
Whenever it is to be used

The behaviour plan has four parts:

- Agreed rights that deem it necessary to have rules
- Rules the children must follow at all times
- Positive recognition that children will receive for following the rules
- Consequences that result when pupils choose not to follow the rules.

Why have a Behaviour Plan?

- Encourage appropriate behaviour
- Increase pupils' self-esteem
- Reduce behaviour problems
- To develop a positive regard to children for other children
- To maximise actual teaching/learning time
- Create a positive classroom climate for both teacher and children
- Help establish positive relationships between teacher and children
- To help with a cohesion between all adults approach to behaviour
- To equalise the status of ALL adult staff regarding behaviour
- To promote proactive and preventative approaches

"catch children being good"

GOOD BEHAVIOUR IS TAUGHT

We must reinforce good, acceptable behaviour not bad, unacceptable behaviour

SCHOOL RULES

We listen to and follow instructions from all staff

We are kind, polite and helpful

We look after our school and the community around us

We respect the learning of others and always try our best

Treat people the way you would like to be treated

MAKING THE RIGHT CHOICE

- Children need to be taught the rules and how to behave in an acceptable manner by teachers and parents
- Every child can choose to behave in the right way
- Every teacher will spend time teaching the five common rules that apply to the whole school and the two rules for their area/classroom in the school. Other staff and teachers will spend time teaching the rules for the playground and general areas of the school
- Every child should be able to explain, in a positive manner, why both adults and children need the rules

All people have a right to feel safe.

All pupils need to learn and teachers need to teach without interference or interruption.

All people should feel good about themselves and their efforts.

- Children should be taught that they are responsible for their own actions and must face the consequences of their own behaviour.

POSITIVE REWARDS AND ACHIEVEMENTS

REWARDS can be:-

A smile
A comment – ‘well done’, ‘lovely’, ‘very good’
The satisfaction of a job well done
A sticker
Tokens
Sharing with other pupils, staff, Headteacher
Showing work in ‘Wizard Learning’ assembly
Certificates- excellent and good
Work displayed
Name in the ‘Celebrating Us’ assembly
A phone call to parents

Golden time
Gold Assembly

CONSEQUENCES FOR MAKING THE WRONG CHOICE

A whole school staged approach to sanctions is used to encourage fairness and consistency.

SANCTIONS CAN BE® (See Actions and Consequences chart EYFS, KS1 and KS2)

Verbal warning or Amber	A verbal warning. This warning will be given for behaviours such as not following instructions from adults and talking in assemblies etc. The warning will be marked on the class warning chart. 1 or 2 verbal warnings received in a week means a yellow certificate will go home. (If a child receives 3 verbal warnings in a week, this is treated as the same severity as 1 written warning – see below – and the child will not receive a weekly certificate.)
Written warning or Red	A direct written warning. This warning will be given for behaviours that include inappropriate physical behaviour/violence and disrespectful and disrespectful use of language directed towards others etc. The warning will be marked on the class warning chart. A written warning in a week means that no certificate will go home.
Time out within own class	If child breaks school/class rules despite being

	given reminders, they may be asked to sit away from other children in their class.
Time out in another class	If a child continues to break school/class rules despite being given reminders and/or time out within their own class, they will be sent to a 'partner' class for 10 minutes to reflect upon their behaviour. They will take a time out card with them. If a child refuses time out then they will do a detention with a senior member of staff.
Loss of Playtime/Lunchtime	<p>In class – A child may be asked to stay in class for all or part of their break. This can be to discuss their behaviour, including work related behaviour like not completing enough work or work that is not carried out to a high enough standard.</p> <p>In Homebase – If rules are broken at lunchtime then a child may be asked to go to Homebase for a specified amount of time. Homebase refusal means that the child will miss the whole of their lunchtime the next day.</p> <p>With a member of the Senior Leadership Team – If a child receives regular loss of playtime/lunchtime then they may be asked to stay in with a member of the Senior Leadership Team to discuss their behaviour/catch up with their work.</p>
Going on Report for KS2 pupils	A child may be placed on report during the school day and/or at play/lunchtimes. This allows staff the opportunity to regularly monitor a child's behaviour.
Taking work home to complete	If a child has refused to complete work, either in class or when they have lost some of their break, then the work will be sent home to complete. Parent/carer will be informed when this will happen.
Loss of Privileges	This sanction is used when a child shows a pattern of negative behaviour incidents.
Class teachers will contact parent/carer if a child shows escalating patterns of poor behaviour, including work related behaviour (see above). A member of the Senior Leadership Team may be present at this meeting to discuss ways forward.	
Isolation	This sanction is used for more extreme incidents or determined inappropriate behaviours. The isolation is supervised to ensure that learning continues. When in isolation the child will be allowed time to eat and use the toilet. The child will be brought to the office with their parent/carer at the start of the school day and similarly

	collected from the office at the end of the day.
Temporary or Permanent Exclusion	This sanction is used for continued and persistent incidents of negative behaviour. The pupil will not attend school. This is very serious and all other possibilities would have been considered before this extreme sanction is invoked.

Weekly behaviour certificates

Green – excellent behaviour No VW / No Amber

Yellow – good behaviour 1-2 VW / 1-2 Ambers

No certificate – 3+ VW or 1+WW / 3 Ambers 1 Red

Child not in school for 3 days in any one week – no certificates awarded

Daily certificates may be used for individual children

Monitoring and recording behaviour

Each classroom has

- A class list of the school rules
- Golden time collection display
- A warning chart or Going for Gold
- Actions/Consequences grid

The lead behaviour professional as part of the Pupil Support Team regularly monitors the following for quantitative data on behaviour:

- Homebase book
- Playground book
- Anti-bullying log (The Pink Book)
- Class Warning Charts

Data is then used to feed into whole school developments and to inform next steps of preventative work.

Malicious accusations against school staff

Such accusations would be investigated by an appropriate member of staff or school Governor. Parents would be informed and appropriate consequences in line with school policy. Pastoral care will be provided for staff accused of misconduct.

Appendix 1- Behaviour Incident Form (BIF)

Appendix 2- STAR analysis

Appendix 3- Three stages to supporting the understanding of behaviour

Appendix 4- EYFS, KS1 and KS2 Actions and Consequences Sheets

Appendix 5- 3 R's

Appendix 6- Behaviour Recording Sheet