



Greatham
CHURCH OF ENGLAND
+
Primary School

Behaviour Policy

Date Approved	September 2023
Date of next Review	September 2024
Policy Owner	Head Teacher
Approved by	Full Governing Body



Vision

Life and learning at Greatham School is firmly rooted in the message,
Love each other, just as I have loved you: (John 15:12)

We love each other because we believe that each person, from youngest to oldest, is unique and created in God's image and likeness (Genesis 1.26).

We aim to provide a loving and nurturing environment that enables pupils to fully develop their skills and talents. We encourage children to take risks, make mistakes and through perseverance, learn from these to achieve in a loving and supportive environment.

We support pupils to become independent, resilient and reflective learners through a creative, broad and balanced curriculum tailored to their needs. We are dedicated to making the school a loving and caring community where all children can interact, learn and pursue academic excellence together so that they may lead responsible and fulfilling lives.

We support all our school family to live out the message Love each other, just as I have loved you: (John 15:12) through our core Christian values of love, hope, peace, forgiveness and trust which are deeply rooted in all aspects of school life.

We seek to find, recognise and celebrate the good in everyone believing that all children are unique, made in God's image and each capable of success. We are proactive in our efforts to notice and promote everyday examples of good and positive behaviour.

In the world around them, children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Children are taught how to recognise, understand and manage their own feelings. By developing an atmosphere of consistency and trust, we aim to foster positive attitudes throughout the school. **The staff have high expectations of children's behaviour and lead by example.**

We believe that good behaviour and discipline are the foundations of all learning, and without a calm, orderly atmosphere, effective teaching and learning cannot take place.

We believe that people respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour. Children learn by example. Teachers and parents have a responsibility in setting a good example as well as ensuring that the rules are followed.

For these reasons, the school has adopted a positive approach to behaviour management, the purpose of which is to support children in their learning to:

- live well with others
- disagree well with others
- demonstrate high levels of self-control
- take responsibility for their actions
- understand that choices and actions have consequences
- forgive themselves and others when things go wrong

Through this approach we aim:

- to maintain high levels of good behaviour
- to teach pupils effective strategies to manage their own behaviour

- to provide a consistent approach in rewarding good behaviour and responding to unacceptable behaviour
- to ensure that behaviour does not inhibit learning or impede potential

The staff ensure that the learning environment is secure and safe. Well-resourced and attractively presented teaching areas encourage the children to become interested and caring members of the school family. High expectations of teaching and learning ensure that work is presented in exciting and motivating ways, well matched to the needs of individuals. When working with children, staff are extremely aware of the need to recognise positive behaviour and strive to develop children's positive self-esteem.

Aims

Our aims in ensuring we have a consistent and positive approach to behaviour at Greatham are that pupils:

- are keen and eager to come to school
- show good behaviour for learning
- demonstrate high levels of interest in school life, and are involved in the range of activities the school provides
- are involved in the decision making of the school
- behave well in lessons and around the school, are courteous, trustworthy and show respect for property
- form constructive relationships with one another, and with teachers and other adults
- work in an atmosphere free from unacceptable behaviour such as bullying, sexism and racism and treat everyone with dignity and respect
- reflect on what they do and understand their impact on others
- respect other people's differences, particularly their feelings, values and beliefs, valuing all God's children
- practise forgiveness for themselves and others and learn how to make amends

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

Actions that may be used to promote good behaviour:

- Remind children about the school rules (displayed around the school) by celebrating them when they are kept.
- Use signals to encourage good behaviour– e.g. signals to let children know when to sit up, sit down, turn round, put the chair legs on the floor, stop what you are doing, listen carefully, look carefully.
- Verbal reminders that are anonymous- 'We're just waiting for 3 children now to look this way ready to start the lesson'.
- Respond positively to children's contributions.
- Sanctions are not threatened but occur naturally as part of the behaviour policy.
- Ensure that any behaviour that is deliberately ignored is addressed privately with the child.
- Ensure that a stated course of action is followed up.
- Help children to save face in front of others, to avoid any escalation of poor behaviour (private sanction, public reward)
- Ensure that the child understands that it is the behaviour that you do not like, not him or her.
- Have high expectations of all areas of children's work in school- behaviour, attitudes and academic work and presentation of work, looking after books.

Strategies:

Greatham Church of England Primary School believes that children learn effectively when they are clear about what they are expected to do and when they are continually and consistently encouraged to do so. The following set of rules will continue to be displayed and upheld throughout school in order to encourage acceptable behaviour.

The rules are outlined below:

School Rules:

- Be ready to learn
- Dream big
- Say please and thank you
- Try new things
- Take risks and make mistakes
- Be kind and believe in yourself
- Raise your hand
- Work hard
- Listen carefully
- Respect each other

Playground Rules:

- We keep hands, feet and unkind words to ourselves
- We play sensibly
- We walk quietly into the classroom
- We stop when we hear the bell and walk quietly and calmly into school a class at a time.

Dining Hall Rules

- We walk quietly
- We use quiet voices
- We put up our hands if we need help
- We use good table manners
- We sit properly at the dining table

Within classrooms the staff and children collaborate on specific rules, which are agreed by all. These are displayed in individual classrooms.

Other positive reinforcements of expected behaviour within school include:

Hands in the air!

Give Me Five!

1. Eyes looking at the teacher
2. Ears listening
3. Lips closed
4. Hands still
5. Mind awake

Good behaviour will be positively re-enforced as it occurs. These re-inforcements (or rewards) are graded and accumulative over an academic year.

Re-enforcements:

- Praise
- Stickers
- Indication of good work is given using the marking code
- Positive messages sent to parents either by telephone, note or Tapestry and Seesaw
- Sending a child to another member of staff for positive affirmation and celebration

NB Sweets are not given as a reward of good behaviour or academic achievement.

Roles and Responsibilities

It is the responsibility of the **Governing Body** to:

- establish a policy and procedure for Behaviour and Discipline and to monitor the effects of the procedure.

It is the responsibility of **the Headteacher** to:

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual.
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

It is the responsibility of **all staff and volunteers** to:

- familiarise themselves with this policy and procedure in accordance with relevant professional standards.

In particular, staff should:

- teach pupils effective behaviour strategies;
- evidence effective classroom management;
- ensure that pupils move around the school site in an orderly manner;
- be courteous and polite to pupils;
- praise, encourage and reward pupils wherever possible and consequently encourage appropriate behaviour;
- make it obvious that each pupil is of equal importance and that praise, rewards and sanctions are used equitably; and
- recognise that through their own behaviour and manner they will demonstrate and encourage high standards

It is the responsibility of **pupils** to:

- develop positive relationships in the school and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual.

It is the responsibility of **parents/carers** to:

- support the school in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

Promoting and Rewarding Good Behaviour

All staff are expected to promote positive behaviour at every opportunity. Collective Worship provides a focal point for talking about and reinforcing aspects of our church school ethos and sharing stories from the Bible which illustrate how Jesus acted towards himself and others. Class teachers should regularly review the behaviour policy with their children to ensure that everyone is clear about our expectations.

Our behaviour system is based on a scheme of rewards which are for individual endeavour but also promote teamwork. We also understand that rewards can lose their effect if they become expected or over-used. Staff will try to ensure that rewards are used to their maximum effect by:

- Giving rewards as immediately as possible
- Making rewards as specific as possible
- Never taking away a reward
- Making rewards cumulative
- Building in variety and surprise

House Points

All the children in KS1 and KS2 are split into houses (St. Hilda, St. Bega, St. Oswald, St. Aidan and St. Cuthbert). As a positive reinforcement, the children receive house points for their good behaviour in school and for good work. The house points are then put into the children's house point pots related to their houses. At the end of the week, they are counted by house captains and vice captains and added to their house's scores. At the end of the week, each class puts all the house points together and at the end of the academic year, the house with the most points wins a trophy.

Star of the Week and Reader, Writer, Mathematician and Athlete of the week

Each week one child per class who has worked hard and exemplified the collective worship theme will receive a certificate during celebration assembly. The names of children will be shared for parents on Facebook. Each week there will be a reader, writer, mathematician and athlete of the week from one class. They will also receive a certificate and names will be shared on Facebook.

Sanctions

All children are expected to follow Greatham's rules and live out our core Christian values. However, for those times when children do not adhere to these school rules, the following procedures will be followed.

The aim of the procedure is to help the child remain in their learning environment as long as possible. It is important that when behaviour for learning is not as expected, and work has not been completed as a consequence, that this is completed at the discretion of the teacher. These sanctions may be altered to suit the child and their needs in that moment. Discretion will be applied for children with Social Emotional or Mental Health (SEMH) difficulties.

1. The staff member will address the negative behaviour by reminding them of the behaviour expectations.
2. If the behaviour is repeated, the child is given a verbal warning
3. If the behaviour continues, the child is given time away from the group (Time Out) whilst still being part of the teaching activity in the class. The child is expected to move quietly to a different area in the classroom and to work for 5-10 minutes before being readmitted to their usual seating position. A child may have 1 Time Out in their own class.

4. Should the child continue to disrupt the class on return from Time Out, he/she may be taken to another class to take part in their activities as a strategy to regulate emotions and diffuse the situation.
5. Should the disruption or behaviour continue and/or warrant it, the child will be escorted to an SLT member for an isolation away from the children and the activities that they are doing. The child can return to class when he/she is deemed ready to do so. Parents will be informed to ensure a strong partnership between home and school in managing behaviour.
6. Should the child continue to cause serious disturbance to the class, the Headteacher will call parents and more serious sanctions may be applied such as exclusion.

Greatham Church of England Primary School has a strong policy of anti-bullying. Bullying is not tolerated and the school aims to provide an environment where bullying will not thrive. The teacher will deal with any issues which arise sensitively with both the bully and the victim either on a one-to-one basis or through class discussion. Parents will be informed as soon as possible for issues which are a concern. A senior teacher will be informed where issues arise which are persistent or worrying in nature. Please see Anti-bullying Policy.

Sexism and Sexual Harassment

At Greatham School we want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to a phone call to parents if the pupil refuses to apologise in the first instance.
- Members of staff will report on CPOMS.

Child on Child Abuse

Children can abuse other children. This is now referred to as child on child abuse and can take many forms. It can happen both inside and outside of school. There may also be reports where the children concerned attend two or more different schools.

Child on child abuse will not be tolerated. All staff will take a zero-tolerance approach to any abusive behaviours and will stop and challenge inappropriate behaviours between children, many of which may be sexual in nature. We recognise that even if there are no reported cases of child on child abuse that such abuse may still be taking place and all staff should be vigilant.

A difficult feature of child on child abuse is that the perpetrators could be victims themselves and possibly are being abused by other family members, other adults and children.

In cases where child on child abuse is identified we will follow our procedures for dealing with concerns, recognising that both the victim and perpetrator will require support.

The school takes the following steps to minimise the risk of child on child abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using the Relationship, Sex and Health Education and PSHE to educate and reinforce our messages through stories, videos etc.
- Ensuring school is well supervised, especially in areas where children may be vulnerable
- Ensures staff are aware of the indicators and signs of child on child abuse and how to identify them
- Addresses inappropriate behaviour (even if it appears to be relatively minor)
- Has clear robust policies on dealing with key issues of behaviour such as cyber bullying
- Ensures staff and children are aware of the policies
- Ensures robust supervision and be aware of potential risky areas in the school
- Increases supervision during key times
- Takes steps to prevent isolation
- Separates children if needed

Where risk is identified, an individual child risk assessment is put in place

The following systems are in place to enable children to confidently report any abuse:

- All children know who they can report to in school
- Worry boxes in each class
- Assemblies signposting children to key actions / people
- Posters around school

Serious Incidents which Override Behaviour Sanctions

If a child displays behaviour which is of a more serious nature the teacher may override the procedures of timeout and move to isolation with a member of SLT. Such instances might include:

- Using inappropriate language;
- Hitting another child;
- Be openly defiant or aggressive;
- Leaving the group, class or building without permission.

All members of school staff have a legal power to use reasonable force. **Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.** This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. See Positive Handling Policy for further information.

It may be appropriate for senior staff to be called to support staff with more serious incidents. In dealing with a serious incident, senior staff need to ensure:

- That they have support from other staff if necessary
- They are informed of the full situation which led to the incident (this should occur immediately after the incident has been diffused if not possible at the time)
- That all other forms of intervention have been deployed in an attempt to diffuse the situation e.g. cool down time, isolation if appropriate
- They are aware of their own emotional response to the situation;
- A full record is made

Parents will be informed as soon as possible when serious incidents occur. These incidents may not necessitate removal of the child from the site but parents will be encouraged to attend school in person to discuss the difficulty. Incidents should be followed by short term consequences in school e.g. removal from the class for a half-day, or loss of break time/lunchtime.

Break and Lunchtimes

Expectations of behaviour remain the same during unstructured times. All children are expected to follow the rules and Christian values through:

- Giving their best effort to ensuring they and others have a fun and safe break
- Showing kindness to their peers whilst playing
- Speaking and acting respectfully to all members of staff who are supervising
- Being honest and own their actions if they make a poor choice
- Forgiving others who may have hurt or upset them accidentally or deliberately

Where behaviour does not adhere to our rules, a child may have a period of time away from the playground to consider their actions, impact on others and how they can make changes to ensure all have a positive break time and the aim will be to reintegrate the child as soon as possible back into playtime activities, often using an incremental approach. In order to support children's good behaviour, we endeavour to provide as much quality support as possible in playground areas. Children need to be appropriately dressed on leaving the building i.e. not returning for coats.

Pupils Conduct Outside the School Gates

Following guidance from DfE regarding Behaviour and Discipline in Schools, Greatham CE Primary will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school by parents or members of the community.

Greatham may discipline pupils for misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

Parent/Carers:

Greatham values parental support highly. Parents are informed and supported in helping their children with the high expectations which the school has of behaviour. Parents are informed about both good and poor behaviour. Parents are encouraged to talk to their children and support is offered from staff for such discussions to take place in school where appropriate. Parents are guided through a graduated approach to raising concerns beginning with their child's class teacher and moving to the Deputy Headteacher and finally Headteacher as necessary. The class teacher is best placed to know about any incidents that parents are concerned about and best placed to give immediate support and therefore should always be contacted in the first instance.

Inclusion

Children who display regular or persistent behaviour problems will be given specific targets which are designed to improve behaviour. Staff who are concerned about a child's behaviour should discuss provision with the SENDCo. Some of the strategies which may be used as part of our in-school approach are:

- Use of individual home-school record books
- Specific target and reward systems negotiated with the child
- Lunchtime activity to support children who have difficulties at lunchtime
- Nurture activities with a member of staff and the child to help build relationships
- Transition support
- Increased parental involvement
- Discussion with class teachers about teaching and learning styles or attainment levels
- The use of self-esteem building tasks e.g. work based on what a child can do or is good at
- Roles of responsibility organised to suit the child

The help of outside agencies (Alliance Psychological Services, CAMHS Educational Psychologist) may be sought and strategies developed based upon the individual needs of the child.

Exclusion:

There are currently two forms of exclusion:

Fixed term exclusion: A child can be excluded for up to 45 days during a school year. A child will be excluded for a fixed period of time from Greatham if they continually break our code of conduct and it is considered that the procedures outlined above would not have the desired immediate effect. Parents will be informed immediately of a fixed term exclusion and the reason for it.

Examples of behaviour that will lead to an exclusion: Children swearing at adults in school. Any child, no matter how old, who directs foul or abusive language in anger at any adult in the school, will be excluded for the remainder of that day. Children physically assaulting adults in school. Any child, no matter how old, who physically assaults any adult in anger whilst in school, will be excluded for the remainder of that day. The exclusion may be longer, even permanent, depending upon circumstances.

Permanent Exclusion: The permanent exclusion of a pupil is something we would want to avoid but if after everything else we have used has not been effective, including the Behaviour Support Service and fixed period exclusion, we will be forced to permanently exclude the child. The permanent exclusion of a pupil from our School must be considered by a full meeting of the Governing Body. Parents have the right to put their case to the Governing Body in this instance.

Only the **headteacher** can exclude pupils.

Summary:

This policy clearly sets out Greatham Church of England Primary School's high expectations for behaviour. Appropriate behaviour is rewarded with a variety of reinforcements but a range of consequences is highlighted for those pupils who choose not to behave appropriately.

It is through a shared ownership of this policy and a collective responsibility for the behaviour of pupils within the school that the staff intends to maintain high standards of behaviour in a positive way.

Reviewed: September 2023

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