



Goonhavern Primary School Behaviour Policy

Member of staff responsible: Headteacher & Teacher with responsibility behaviour.

The School

Goonhavern Primary School is a primary school for girls and boys 4 – 11. Children come from both single and dual parent families. There is a wide social mix and varied family backgrounds, including one family with EAL. The school has an active Friends of Goonhavern School which involves itself in fund raising and promoting social events. In each year group there are some children with special needs.

Rationale:

At Goonhavern Primary School we believe the job of promoting positive self esteem is one of the most important that we do, and that the acquisition of positive self esteem by both children and staff is crucial to the effectiveness and happiness of the School.

Poor self esteem leads to a child viewing themselves, and believing others view them, as useless, unlikeable and unable to achieve. They are unlikely to be able to relate to others in a warm, respectful and empathetic way, and are more likely to adopt a negative response to life's challenges and choices.

We believe that children can only accept academic and social challenges, and adopt a positive approach to all they do, if supported by affection, praise, success and recognition.

Aims

Our aims are to

- enhance pupil's self-esteem, self-confidence and social skills;
- ensure that no child is trapped in a negative self-image with low self-esteem;
- encourage children's partnership in their own education;
- involve children in, and enhance children's skills in, decision making;
- help children develop an understanding of how they can create positive change in the School;
- involve children in developing and maintaining shared standards of behaviour;
- help pupils develop into informed, active and responsible citizens.

The systems by which our aims will be met are listed below.

School Council

The School Council meets weekly and is made up of democratically elected Year 6 pupils who each represent one class or phase. A Chairperson, a Vice Chairperson, a Treasurer and a Secretary is elected by the Council members. Training is given to acquaint members of the School Council with their role. A constitution will be written and adopted by the School Council. A member of staff will coordinate School Council elections, inform all pupils about the election process, and will attend all School Council meetings. Governors and staff may attend School Council meetings. School Council elections will take place each October, or at any point during the year if necessary to replace a Councilor.

Circle Time

Circle Time sessions are a democratic approach for staff and children to highlight areas of concern relating to behaviour, relationships and issues that arise within the school.

The specific aims of Circle Time are:

- to develop the skills of listening, looking, thinking, discussing, and decision making
- to provide a forum for discussion, comment ;congratulations, enjoyment, monitoring and evaluation
- to enhance self esteem
- to develop an understanding of the needs of others and to empathise with other's concerns
- to promote a caring, sharing, supportive environment where everyone feels secure and respected.

Circle Time can take place as frequently as is felt necessary, but no less than once a week. It will be a timetabled activity. All staff and children present will be seated in a circle. All Circle times will respect other people's rights to speak. There will be no put downs or interruptions when someone else is speaking.

Golden Rules

The Golden Rules promote moral values and are different from the general safety rules that each class has. They are the pivotal set of rules for the whole School community.

The Golden Rules are:

- Do be gentle; don't hurt anybody;
- Do be kind and helpful; don't hurt people's feelings;
- Do be honest; don't cover up the truth;
- Do work hard; don't waste time;
- Do look after property; don't waste or damage things;
- Do listen to people; don't interrupt.

Golden Rules will be introduced in assembly times and in classes every September and will be revisited every half term by class teachers.

Incentives

Incentives are used to help create a positive ethos throughout the school.

Each class teacher will decide with their class their own classroom incentive system, display it on the classroom wall, and detail it in a letter to parents. Incentives to encourage children will take the form of celebratory, tangible rewards such as special stickers, badges, marbles, target achievement systems. They may also take the form of responsibility tasks. 'Extra special' social and academic achievements, both in and out of school, will be rewarded with certificates given at the weekly 'Celebration Assemblies' ; a special mention during any assembly; or an opportunity to choose from a 'marble' afternoon. Every member of staff has the right to reward children with special stickers, and to recommend an 'extra special' reward.

All children will be encouraged to celebrate and enjoy the achievements of others.

Hands up

A hand-up system will be used throughout the School by all staff to require children to be silent. When required a member of staff will raise their hand. All children and staff present will respond by raising their hand and becoming silent.

Sanctions

The school sanction system is closely linked to the expectation that all members of the School community will keep the Golden Rules and so earn the privilege of marble treats and golden tickets or stickers.

Sanctions will not be enforced before a warning to a child has been given.

A warning will be given by written warning, symbols or a quiet, personal word.

If a member of staff not a class teacher identifies unacceptable behaviour they will discuss the matter with the class teacher.

Where appropriate, restitution will be made, and an oral or written apology given, for behaviour affecting other members of the School, or local, community.

Incidents are dealt with by staff in this order;

1. Class teacher
2. Phase leader/Behaviour co-ordinator
3. Head teacher

Involving parents

Repeated rule breaking or significant behavior incidents such as physical violence, aggression and (but not exclusively) damage to property will lead to a phone call to parents. We aim to involve parents at the earliest possible opportunity. Repetition of behavior may result in a written warning and lead to a possible fixed term exclusion.

The following will not be tolerated and may result in an instant sanction;

- **Swearing, racist, sexist or homophobic behaviour**
- **Being in a restricted area – e.g. car parks**
- **Arguing with staff**
- **Bullying, fighting or physical contact**
- **Bringing into school any objects which can cause harm – including knives, lasers, tools, lighters etc.**

Children 'beyond'

Children whose behaviour is deemed to be beyond being able to respond to the approaches outlined above will be supported by a system of small, achievable targets set in consultation with the child and his/her parents. The Head teacher, pastoral co-ordinator, SENCO may be involved and give advice at any stage.

If necessary, the focus of attention will also involve the teacher and class so that support and help can be given to minimize the effects of disruptive behaviour.

Playtimes

Each playtime every play area will be supervised by at least one adult. A 'playground squad' of volunteer Year 5 and 6 'buddies' will be formed each September.

The organization and timetabling of the 'playground buddies' will be undertaken by a designated adult. At morning playtimes and lunchtimes the 'playground buddies' will support younger children throughout the school by encouraging playing games, finding friends to play with, helping children in the dining hall etc. Where necessary Class teachers will teach appropriate playground games as part of 'warm up' / 'warm down' sessions in P.E.

All newly appointed mid-day supervisors will receive a booklet outlining guidelines for good relationships. (See Appendix A); and suggested games and activities to initiate.

Monitoring

Each Summer the school council and link teacher will monitor the effectiveness of the systems in place so that any changes can, if necessary, be initiated for the following school year. The monitoring will take the form of a brief questionnaire for all SC children, followed, if necessary and as appropriate, by discussion with the Leadership group, S.M.T. and staff, and then reported to the Governors Curriculum Committee.

Equal Opportunities

This policy is in line with the School's Equal Opportunities Policy and reflects the aspirations and beliefs of the school and wider community, including staff and pupils.

May 2016

Appendix A
Written with School Council

- Treat all children fairly and equally. It is all too easy to jump to wrong conclusions about a situation. The children must be given an opportunity to explain their behaviour. Don't act on hearsay; only act on what you are sure you saw.
- Be friendly and approachable. Children need to see you as someone who is approachable and ready to listen to them. A cold or distant manner will stop them from approaching you.
- Give gentle reminders. Children often simply forget some rules e.g. running in the corridor. A gentle reminder is often all that is needed to correct this.
- Stay calm. Try to stay calm at all times. This will help you to remain in authority and be effective.
- Smile. Try and remember to smile at the children, they will then see you as someone warm and friendly.
- Try and chat. Be willing to chat to the children about their news, interest and activities.
- Give praise. Praise is more effective than criticism so try and use praise frequently.
- Give incentives. Use 'special stickers' and recommend children for extra special rewards in assembly.
- Be fair. Be fair with punishment system – if you didn't spot the trouble don't rely on the word of other children – take time to talk it through by look out for it deliberately.
- Be polite. Set a good example to the children by speaking politely to them. Ask girls as well as boys to do the heavy jobs.
- Avoid getting into a confrontation.
Don't argue with a child, this undermines your authority. Repeat you request calmly, then use the sanctions system.
- Help a child 'back out' of an awkward situation. If a child is deliberately rude ask them to repeat what they said; This allows the child to retract the statement or apologise. Accept any apology graciously and don't continue to scold.
- Don't shout. Avoid shouting at all times. If the noise level is high, use the raised arm/finger on lips signal. Never shout in anger.
- Don't use sarcasm. Don't belittle children by using sarcasm – this leads to resentment.
- Don't use labels. Don't give children negative labels such as, 'naughty', 'rude', or 'stupid'. Tell the child their behaviour is unacceptable, but remember labels 'stick'.
- Watch out for loners. Watch out for lonely or isolated children. Talk to them and try and involve them in games with the other children.
- Refer all good, or poor, behaviour to the Playtime Golden Rules.



Bullying

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Rationale:

Goonhavern School will not tolerate bullying behaviour.

We believe that every child has the right to be safe and happy at school and to be protected when s/he feels vulnerable.

Bullying is dealt with immediately it occurs in order to improve the safety and happiness of the pupils being bullied and to make clear to bullies that the behaviour is unacceptable.

A definition of bullying

There are many definitions of bullying but at Goonhavern School we consider it to be:

- Deliberately hurtful (including emotional, physical and verbal aggression)
- Repeated over a period of time
- Difficult for victims to defend themselves against

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumors.

Procedures to follow – whom to tell, how to record bullying, sanctions

For dealing with problems between friends and conflicts between children pupils are taught to proactively take a three-step approach:

- 1 Say 'I don't like that', then walk away;
- 2 If the behaviour is repeated say 'I don't like that – if you do it again I will tell a grown-up', then walk away;
- 3 If the behaviour is still repeated immediately tell a grown-up

Children are taught to use these strategies for dealing with physical, emotional or verbal violence and/or bullying:-

- Immediately tell an adult if you, or someone else, is feeling unhappy at school for any reason;
- If you cannot tell an adult tell a close friend so that they can tell for you;
- Do not listen to other children who tell you not to tell. Bullies only grow stronger if they are not reported and they are scared of being discovered;

- Do not stand by whilst others are bullied. This helps the bully;
- Report any bullying you see or know about;

Teachers will keep your name out of it when you report bullying if you ask them to;

Comfort people who are being bullied and encourage them to tell.

When bullying is reported the child's class teacher will be informed.

Details will be sought by the class teacher and passed to the Headteacher.

Parents of bullied and bully will be informed and separately invited to discuss what has happened.

Intervention

At Goonhavern School

- We never ignore suspected bullying;
- We don't make premature assumptions
- We listen carefully to all accounts
- We try to adopt a problem solving approach which moves pupils on from justifying themselves
- We follow-up at least 3 times in order to check bullying has not resumed

Involving Parents

- Information will be made available about the nature and effects of bullying by means of posters displayed in the school and/or information packs sent to parents.
- Consultation/communication
- Advising parents of consequences of bullying
- Letters to parents advising them of any incidents involving their child to be sent home after the first warning. Children who receive 3 letters in one half term may face a fixed term exclusion (see exclusion policy)

Promotion of the School policy on bullying

Every year a week will be dedicated to work on issues of bullying. This will take place via cross-curricular activities; story writing; drama; literature; assemblies; pupil led activities and, when appropriate, outside visitors.

In addition, work focusing on the issues of bullying will feature (at least once a term) in Circle Times; assemblies; PSHE and citizenship

We believe that an important deterrent to bullying is the emphasis we place upon mutual support.

To this end, Pastoral information will be recorded by teachers in a on the shared area labeled incident log and kept on the School shared area. Pastoral issues will be on the agenda for every staff meeting, both for teaching and support staff.

Children will have an opportunity to raise behaviour issues at any time, including Class Councils.

Issues raised at Class Council times will be discussed at School Council meetings and support and proposed actions minuted.

Monitoring

All incidents of bullying will be recorded to and by the Headteacher.

Incidents of racist bullying will be recorded and reported to the Headteacher who will in turn report this to the monitoring officer at County Hall.

Incidents of sexual bullying will be referred to class teachers so that if deemed necessary, appropriate for the age of children involved, issues of diversity and/or pupils' understanding of their use of, and impact of, homophobic language can immediately be explored.

Incidents of bullying of pupils with Special Educational Needs or disabilities will be referred to Goonhavern SENCO or CT.

The Headteacher will keep records of bullying incidents for 2 years.

At the end of each year records will be reviewed. They will be surveyed to reveal:

- How frequently pupils have been bullied;
- How it has happened;
- How often they have bullied others;
- Whom they tell;
- What action was taken and by whom;
- Where bullying took place.

The lead teacher will provide a yearly report about the incidence of bullying to governors, parents and staff
Information from each yearly review will be used to target further action and, if necessary, change the school Behaviour Policy.

Amended Autumn 2013



Goonhavern Primary School Home school agreement

As a school we will do our best to:

1. Treat your child fairly, care for them and ensure their happiness and safety.
2. Encourage independence, respect and a sense of responsibility towards everyone who works in the school.
3. Provide a high quality curriculum that meets your child's needs.
4. Work with you as parents to implement the school's Behaviour Policies.
5. Offer you the opportunities to become active partners in your child's learning, through sharing reading and other homework activities.
6. Contact you about any concerns we may have or problems that might affect your child's behaviour or work.
7. Inform you about your child's progress and attainment.
8. Communicate information to you about the life and work of the school, including important dates and other special events, through regular Newsletters, Notices and website updates.
9. Treat any parental enquiry or concern in a manner that maintains this partnership, respond as soon as possible.

Signed:

Date:

best to:

1. Make sure my child arrives at school on time with the equipment they need and dressed according to school policy.
2. Ensure they attend regularly, phoning the school if they are absent or late and avoid taking children out of school for holidays in term time.
3. Help my child to become independent and look after their own things.
4. Encourage my child to show respect and concern for others.
5. Become a partner in my child's learning by taking an interest in their life at school and supporting them with home learning activities.
6. Attend parent interviews and other events to discuss my child's progress.
7. Inform the school of any issues which may affect their work or behaviour.
8. Treat school staff with respect and acknowledge teachers as professionals.
9. Be prepared to discuss issues or problems that have occurred in school politely and calmly with staff, making an appointment wherever possible
10. Be tolerant of others whatever their race, colour, gender, ability, faith, sexual orientation or lifestyle and refrain from using racist or homophobic language around the school
11. Refrain from using inappropriate language at all times whilst on the premises
12. Talk to my child in a way that helps to maintain positive attitudes towards school and staff avoiding discussions in front of my child which may undermine school/home relationships

Signed:

Date:



As a pupil I will do my

best to:

1. Attend school regularly and be on time.
2. Bring all equipment I need to school, named.
3. Work hard and always give my best effort in school.
4. Follow the school rules.
5. Follow the school uniform code and be tidy in appearance.

Signed

PUPIL

Date: