

Goonhavern Primary School



Nurture the seed and together we will grow

Goonhavern Primary School

Behaviour Policy

Approved by: Governing Body

Date: October 2020

Next review due by: October 2022

Member of staff responsible: Headteacher and Senior Leadership Team

Policy statement

Goonhavern Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

School Rules

The school rules are:

- Be ready
- Be respectful
- Be safe

School rules will be introduced in assembly times and in classes every September and will be revisited regularly by class teachers.

All staff

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism (recognition boards) throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up **every time** relentlessly, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Examples of rewards:

- Praise
- Stickers
- Name on recognition board
- Postcards home
- Writer of the week award
- Star pupil award
- Visit to the Headteacher to share successes

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct

The reminder

A reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. **Learners will be reminded of their previous good conduct to prove that they can make good choices.**

Scripted approaches at this stage are encouraged:

30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to leave the room. If appropriate, a member of the senior leadership team will escort the learner to a workspace outside the teaching room.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Reparation meetings at Goonhavern Primary School are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 7 steps:

1. What's happened?

2. What were you thinking at the time?
3. Who has been affected? How have they been affected?
4. What have you thought since?
5. What should we do to put things right?
6. How can we do things differently?
7. Reaffirm your commitment to building a trusting relationship.

Depending on the age/understanding of the child it might not be appropriate to use all of the steps.

Staff at Goonhavern Primary School will take responsibility for leading reparation meetings. Senior Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Goonhavern Primary School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Steps to Support Behaviour

1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations Ready, Respectful, Safe – delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4) Time Out	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so. Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
5) Internal referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. This can be supervised by a member of the senior leadership team or might result in a child working in a different classroom.
6) Reparation	A restorative meeting should take place before returning to the classroom.
7) Formal Meeting	A meeting with the teacher and parent will take place with agreed actions. A member of the senior leadership might also be present at this meeting if it is appropriate.

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, comments, congratulations, enjoyment, monitoring and evaluation
- to enhance self esteem
- to develop an understanding of the needs of others and to empathise with others' 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.

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

Staff will follow the 'Steps to Support Behaviour' outlined above. In step 3 where the child is given a clear choice. If the instructions are not followed the child will receive an appropriate sanction. Typically, this will result in losing minutes of playtime. It might also result in a child working in another space.

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

Repeated rule breaking or significant behaviour incidents such as physical violence, aggression and damage to property will lead to a phone call to parents. We aim to involve parents at the earliest possible opportunity.

Repeated rule breaking or significant behaviour incidents may also result in a written warning from the headteacher, a fixed-term exclusion or a permanent 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. carparks**
- **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/careers. The headteacher, Parent Support Advisor, SENCO and external support 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.

Reasonable Force

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006).
- 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.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Record keeping

Where a pupil's behaviour means that it may be more likely that staff may have to use 'reasonable force' the headteacher will ensure that the staff working with that pupil receive two-day TeamTeach training. Where staff have used reasonable force, this must be recorded on MyConcern and parents/carers must be informed.

Goonhavern Primary School recognises their legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN).

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.