



BEHAVIOUR POLICY

Date: Autumn 2018
Review Date: Autumn 2019

Purpose of this policy

- To foster a holistic environment with an atmosphere of mutual respect where children are able to make the biggest contribution towards their own learning and that of others.
- To ensure that all children develop socially, emotionally, physically, spiritually and academically.
- To encourage a calm, purposeful learning environment across the school where positive behaviour is active and is demonstrated in the wider environment.
- Show a commitment to learning.
- Do your best and take pride in all they do.
- To develop caring and kind attitudes towards all and celebrate diversity so that achievements in all areas are acknowledged.
- To foster learning attitude of effort, independence, resilience and a sense of self-worth.
- To show respect for themselves and others.
- To encourage effort, independence, resilience and a sense of self-worth.
- To meet the needs of all groups of children including vulnerable children, looked after children, children with special educational needs and children with English as an additional language.

Whole school Golden Rules

- We come to school on time every day and ready to learn
- We are kind and helpful
- We listen to each other and support each other
- We are honest and learn from our mistakes
- We work hard and challenge ourselves every day
- We respect ourselves, other people and the learning environment

The class teacher is responsible for ensuring that behaviour is appropriate within the classroom and communal areas. Support staff are expected to follow the lead of the teacher and work as a team to ensure the expectations are clear, fair and consistent. Both teachers, support staff and the wider staff are expected to refer to the Golden Rules. Where there is inappropriate behaviour, staff will endeavor to help children improve their behaviour by looking for the underlying causes (e.g. appropriate lesson planning, differentiation, SEND needs and the child's current state of wellbeing). Staff will always model good behaviour in response to a child's inappropriate behaviour.

Staff Expectations

All behaviours are the responsibility of all staff including site, lunchtime and other support staff. All staff should know what the expectations are in terms of the Golden Rules and challenge children

when these are not being followed. Staff will encourage active good behaviour, encouraging the children to self-regulate independently. Adults will recognise when sensible learning choices and self-regulation has been shown. All adults at Goose Green will be exemplary role models for children and colleagues and model politeness, self-control and positive, constructive behaviours when working with children and any other adult.

A challenging and inclusive curriculum will be taught and it is the job of all to ensure a safe and stimulating environment that supports all learners. All children will be respected and treated fairly with the implementation of consistent rules and sanctions.

All staff will use the Golden Rules displayed in all learning spaces to deal with inappropriate disruption to learning or play.

Pupil Expectations

At Goose Green Primary School we aim to provide a safe and secure environment where all children can learn, are respected and valued.

Our primary purpose is to ensure that every child achieves and equity is of key importance. To enable this to happen all staff, pupils and parents need to act in a way that supports children's learning.

Children are supported:

- To be the best learner that they can be and show commitment and pride in their learning.
- To exhibit active good behaviour and develop independence to make sensible choices for themselves and the wider school community. To be able to model positive choices to their peers.
- To treat adults and children with respect and to be aware of the impact that their behaviour may have on others.
- To follow all instructions given by any adult across the school.
- To take care of and respect property within the school environment and community.
- To become self-motivated and learners and to show self-control when regulating their behaviour independently.
- To show kindness, respect and thoughtfulness for other people's opinions.

Parent and carer expectations

Parents and carers are expected to support the school's behaviour policy, Values, Golden Rules and systems in place to help children be the best learner's they can be. These include:

- To make children aware of appropriate behaviour in all situations and to be aware of the school's golden rules and expectations.
- To foster good relationships with the school and to support the school in the implementation of this policy.
- To encourage independence, resilience, self-discipline and to show an interest in all that their child does in school.
- To support and understand our schools values and how this relates to them and their child.

Systems, sanctions and rewards

At Goose Green we follow a clear and structured system which tie in with rewards and sanctions.

The whole school traffic light system encourages positive behaviour and at the same time ensures that all staff and children are clear about the necessary steps if expectations for positive behaviour are not met.

Every day a child starts on green and is able to move their name up to the silver or gold star if active good behaviour is shown. If expectations are not met the child will move their name down to amber and then to red. This is a transient system which allows children to move their names up or down throughout the day so that they can respond to feedback and be rewarded for making better choices. The class teacher will decide how to reward those ending with their names on the silver or gold star at the end of the day.

Goose Green Values Points will be awarded to children in the categories of Pride, Kindness, Equity, Positivity, Trust and Aspiration. On a Friday three children from each class will be chosen to visit the Headteacher's office for a celebratory discussion about their learning from that week. Those children will also be celebrated in Monday morning's assembly.

Good News from School postcards will be sent home to parents for children who may for example have shown exemplary active good behaviour, have done fantastic learning or have supported their peers. Telephone calls home will take place to share good news instantly where appropriate.

When dealing with issues of challenging behaviour we do not apply a 'one size fits all' approach. Individual incidents will be dealt with in the way that the adult feels the most appropriate. To support these decisions and to ensure consistency of approach we have agreed a 'step system' for guidance:

Step 1 – In class management of challenging behaviour

If a child is not behaving as expected the adult will give a verbal warning. If improvements in behaviour are not made the child will move their name to amber and then to red if necessary. If a child's name reaches red this will instigate Step 2.

Step 2 – Partner Class

When a child's name reaches red they will be sent to their partner class where they will spend ten minutes calming down and filling in a reflection sheet. After this time the child will go back to class where their name will be moved to green for a fresh start. In KS1 a teaching assistant will support the child to fill in the reflection sheet.

Step 3 – Phase Leader

If the challenging behaviour continues on return to class the teacher will use the same system as in step 1. If the child's name gets to red a second time then the child will be sent to their phase leader with a reflection sheet for ten minutes. On return to class the child's name will move back to green.

Step 4 – Involvement of the Senior Leadership Team.

If poor behaviour continues on return to class the teacher will again use the same system as in step 1. If the child's name gets to red a third time then the teacher will contact a member of the senior leadership team for involvement.

If an adult believes the incident to be serious enough for the Senior Leadership Team to be notified, the child will be sent straight to them where it will be decided what the best course of action is for that child. The expectation is that the child will be able to reflect on their choice of behavior and

take responsibility for their actions. They will then return to class to make a fresh start once the incident has been dealt with and the child is calm.

Children who find it difficult to maintain expectations and follow the school behavior expectations and systems will be supported with a behaviour for learning plan or individual behaviour plan which aims to give targeted support, including regular discussions with both the child and parents.

Reflection sheets will be sent to the Senior Leadership Team weekly where they will be monitored closely.

Definition of a serious incident

A serious incident is described as follows:

- Extreme repeated and deliberate verbal/ physical abuse or bullying (including homophobic, racism, religious and intolerance)
- Extreme violent action towards another child or member of staff
- Major vandalism
- Major/ significant theft
- Using an object as a weapon
- Or any other action deemed unacceptable by the Head teacher or Senior Leadership Team

When these behaviours occur the Head Teacher or Senior Leadership Team will consider exclusion of the child. This could be an internal exclusion where the child is sent to another class for a fixed period of time or an external exclusion where the child is sent home for a fixed period of time. The Head Teacher and Governors will have responsibility when deciding whether a child should be permanently excluded. Parents have the right to make representations to the Governing Body.

Anti-Bullying Strategy

Definition

Children can sometimes be unkind to each other, but being unkind does not make a person a bully. Bullying is an on-going series of unkind behaviours that take place over a sustained period of time. Often bullying occurs when a person is targeted by somebody else because of an imbalance in their relationship. The DfE describe bullying as *behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.*

Bullying might be physical hurting, name calling, deliberately isolating someone or through another way to hurt somebody's feelings. Such behavior can happen in classrooms, in the playground or anywhere else in the school. It might also happen through technology, in the use of social media and the online world; sometimes this is called cyber-bullying.

Bullying might be of a particular kind, because of something about a person's heritage or background. Specific kinds of bullying include racist bullying, where a person is targeted because of their colour, ethnicity, culture, faith or country of origin. Homophobic bullying is motivated by prejudice towards the LGBTQIA+ community.

We recognize that some groups of children are more vulnerable to bullying. These include:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be LGBTQIA+

Bullying Prevention

It is better to prevent bullying from happening rather than deal with the repercussions of the behaviour. Our school values include Kindness and Equity, two values which promote the British Values of mutual respect and tolerance. Our curriculum addresses these values both explicitly and implicitly, through a variety of different means. Children receive taught sessions in assemblies, in class, in PSHE, in the use of Philosophy for Children and through the themes that are developed through the choice of whole-class texts. Children also learn a great deal from the 'hidden' curriculum, in the ways that we interact with each other, what we say and what we do to develop good relationships and model kind behaviour.

Signs of Bullying

Staff, parents and carers should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why they are unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Responding to Bullying

If you are worried that a child is being bullied, you should first raise this with their class teacher. It is usually the case that the class teacher can investigate the allegation and build a picture of what has been occurring over a period of time. Using a restorative approach, the Class Teacher will speak with both perpetrator and victim, ensuring that there are clear consequences for any inappropriate behaviour and that the victim is happy that the situation is resolved. An unreserved apology is usually part of this process.

If the unkind behaviour continues, you should raise the issue with the Head Teacher or the Deputy Head Teacher. The senior leader will speak with the children involved and gain a full understanding of the facts. They will agree clear expectations and boundaries with the pupils involved and include conversations with parents, as necessary.

Any further incidents may lead to intervention (possibly through outside agencies), further monitoring, support and punitive sanctions, as deemed necessary. Appropriate action will be taken until the bullying has stopped.

ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY:	Ruth Coward
SIGNATURE OF GOVERNING BODY REPRESENTATIVE:	
NAME OF HEADTEACHER:	Simon Wattam
SIGNATURE OF HEADTEACHER:	
DATE:	Autumn 2018
REVISION DATE:	Autumn 2019

