

Gastrells Community Primary School



Behaviour Policy



Approved by: Standards Committee

Last reviewed on: January 2025

Next review due by: January 2026

Positive Behaviour Policy

The purpose of this policy is to give a clear code of conduct for the use of everyone at Gastrells Community School, both adults and children. It has been put together after discussion with staff and children and reflects the values and principles that we consider to be important for our school.

1 OUR SCHOOL AIMS

Our school ethos provides:

- a positive, happy and caring environment where all children have equal opportunities,
- a stimulating learning environment which values and encourages self-esteem, curiosity and enthusiasm for learning, combined with a sense of wonder for the world around us,
- opportunities for pupils to play a positive role in contributing to their class, school, local and global communities,
- a culture of **respect**, where expectations for children's behaviour is high, all adults model good listening skills, team work and behaviour and the agreed standards of behaviour throughout the whole school will be promoted by everyone,
- an emphasis on praising good behaviour.

2 OUR SCHOOL ETHOS

Positive behaviour promotes 'A Flying Start to a Life of Learning'.

3 BEHAVIOUR

3.1 Classroom Expectations

At the start of each year, classes discuss what helps successful learners, the learning partnerships between children and adults, golden rules, likes and dislikes, consequences of behaviour, whole school rules, etc in order to create their charter- an agreed and signed poster displaying positive behaviour expectations. These are individual to each class, displayed in the classrooms, shared and signed by all adults working with the children and underpin the home school agreement which is shared with parents.

3.2 Whole School Rules and Related School Practice

Key 'golden rules' are discussed and agreed to by children and adults, as the minimum expectations for behaviour and conduct by all in our school.

These are:

1. Be kind to one another
2. Be polite
3. Listen to each other and adults
4. Look after the premises and environment
5. Play together nicely, keep your arms and legs to yourself.

These rules are displayed in the school and reinforced regularly during whole school and class assemblies, as well as play and lunch times. This will ensure that they become an integral part of the school's positive ethos and community spirit.

3.3 All adults will ensure they are excellent role models.

3.4 Weekly PSHCE (PSED in EYFS) sessions, will be used to encourage discussion and a greater knowledge and respect for the decisions, actions, beliefs, ideas and feelings of others. (SCARF is used as the planning scheme for PHSCE). Those children who are identified as requiring such support also attend behavioural support sessions / ELSA.

3.5 The School Council will monitor the impact of the rules and address any issues regarding behaviour with the support of staff.

3.6 Offsite behaviour

The behaviours described in this policy also apply to school trips and offsite activities. The school has an Offsite Visits policy, which is underpinned by the behaviour principles described here. Pupils, whose behaviour is such that the Visit Leader is concerned for their safety, or for that of others, can be withdrawn from the offsite visit activity. The Visit Leader will consider whether such pupils should be sent home early and parents will be expected to cover any costs of the journey home early. Mobile Phones and electronic devices will not be allowed on trips unless deemed suitable and appropriate.

4 POSITIVE PRAISE

4.1 All examples of good behaviour or practice should be given recognition. Some possible rewards:

- Teacher praise
- Class praise
- Peer praise
- Headteacher praise
- Parental praise

- Stickers
- Moving to next level on behaviour chart
- Team points
- Celebration Assembly

4.2 Rewards should be accessible to **all** pupils and should be given for actions towards others and actions towards self (e.g. effort in work, helpfulness, being polite, good manners and kindness etc).

5 Dealing with Misdemeanours (See also 7)

5.1 It is recognised that there are occasions when there will be problems of behaviour for many reasons. When dealing with problems **it is very important** to label the behaviour and not the child (e.g. “That is not the right sort of behaviour”, or “I know that you know how to behave” rather than “You are a naughty child”).

5.2 Staff should always recognise the importance of ascertaining pupil’s views. If it seems that there is a problem, then the member of staff dealing with it should ask the child what he/she is doing; establish if it is against the Classroom Charter or School Rules and, if it is, then try to work out with the child how the problem is to be resolved. For instance, it may be possible for those in the wrong to make immediate reparation to the injured party. This may be sufficient in itself; it may however be necessary to invoke some sort of sanction.

5.3 There is **no place** for physical or emotional violence, bullying, racism, vandalism, rudeness or bad language in our school and these must always be challenged and dealt with appropriately. Sanctions exist to ensure these are dealt with. However, solutions to any of these unacceptable forms of behaviour will also offer opportunities to support and guide that child/adult to take a more positive role within the school.

5.4 Staff are responsible for recording incidents on CPOMs

5.5 Where an incident of extreme behaviour occurs, the witness/es will have the incident explained to them appropriately and understand there are consequences. We will ensure witnesses feel supported.

6 Sanctions (See also 7)

Class rules should be made clear to all.

6.1 Minor problems should be dealt with by the member of staff responsible for the child at that time. Sanctions should be seen to match the behaviour in order to be most effective.

Possible sanctions to be used:

- A verbal rebuke
- A repetition of a task

- Allowing the space & time to self regulate
- Loss of a privilege (e.g. separation from peer group during lunchtimes/break, or missing some of breaktime / lunchtime to complete incomplete tasks)
- Referral to the Headteacher should occur if a serious behaviour incident or when the above have already been used.
- Discussion with the parents

6.2 The Headteacher should be informed of any recurring problems, and details will be logged on CPOMs.

6.3 Children identified with SEN behavioural difficulties should be treated as guided by this policy and with regards to the details within their Education Healthcare Plan (EHCP)/ Pastoral Support Plan (PSP) (see also **8**). All staff must be made aware of these children and the structures in place to help them as well as help other children manage any unexpected or inappropriate behaviour.

7 Stages of Behaviour

All staff involved with the day to day running of the school are empowered to deal with minor infringements at the time of the incident. Referral to the Headteacher should only be used as a last resort for all minor incidents. Responses should, wherever possible, be immediate and always of short duration. Not all the scenarios for unacceptable behaviour can be listed, however, following the structure provides a pro-active approach towards behaviour, which will reduce incidents and promote harmony throughout the school. Staff need to be aware of specific children with behavioural support – e.g. a PSP.

7.1 General Behaviour Principles

The following are examples of positive behaviours, but we acknowledge that absence of these behaviours does not always mean that a child is not adhering to the school's behaviour policy:

- Encourage all children to have ownership of and respect the Classroom Charter and School Rules
- Make eye contact and use positive body language
- Stimulate concentration
- Scan/circulate around/monitor the class during lessons
- Engagement with learning
- Adapting lesson (e.g. activity and/or pace)
- Move child close to an adult or move an adult close to the source of the misbehaviour
- Give praise to children – positive reinforcement.

- Develop an ethos where children are confident to self-evaluate and peer-evaluate work against an agreed success criteria and following a positive code of conduct
- Give opportunities for Circle Time, not just within PSHCE lessons, where children express and share their feelings/concerns
- Listen to children's concerns and act accordingly
- Set high expectations for all pupils to listen whilst other pupils are speaking
- Teach the pupils that respect is fundamental to all of us in our daily lives
- Encourage children to be a positive influence on their peers
- Use positive persuasive language – "I know that you will do this sensibly", rather than "Don't do that".

If unacceptable behaviour continues to be repeated, invite parents to come in and discuss ways forward and to set up an EHCP to target specific behaviours. Copy to SENCo/Headteacher. Review regularly (on set dates) unless need arises beforehand, but liaise with parents as necessary.

Monitor behaviour, particularly making notes of antecedents (unfamiliar setting/adult/child, challenging work, PE, etc) and how the child deals with what happens afterwards. Speak to TA and support staff.

If no progress has been made then parents will be contacted to give permission to discuss their child with the Educational Psychologist or any other external agencies. This may lead to the child being placed on a plan / intervention.

If behaviour continues and no progress is made then further action would occur, a PSP meeting **may be** convened with the parents, local authority and the school (discuss suitability of Common Assessment Framework (CAF) with SENCo, Headteacher), an exclusion (permanent) or suspension (short-term) will occur.

Exceptional circumstances may result in an exclusion or PSP to occur more quickly.

- More extreme behaviours where a child intends to or has physically harmed themselves, other children or adults
- Use of proven racist remarks (this must be recorded separately by the Headteacher)
- Verbally abusive behaviour such as swearing/use of inappropriate/offensive language to other children or adults
- Graffiti or serious defacing of school or others' property
- Bullying (physical, verbal, emotional, racist)
- Inappropriate sexual behaviour (e.g. physical, verbal & or otherwise)
- Possession of, or participation in the intake of tobacco, alcohol or drugs.
- Possession of an item which may or has caused injury to themselves, other children or adults.

8 SPECIAL NEEDS / SUPPORTING PUPILS WITH BEHAVIOURAL DIFFICULTIES

8.1 The needs of children with recognised emotional and behavioural problems are assessed using the Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/332672/SEND_Code_of_Practice_0_to_25_years.pdf)) and met through the school SEN Policy and EHCP.

8.2 The Pastoral Support Plan (PSP) has been set up by the local authority to support a child in the event of him/her having difficulties within the school.

A PSP is automatically set up for any pupil who has/is/had:

- A fixed term exclusion(s) that may lead to a permanent exclusion
- Involvement in criminal activity and has been temporarily excluded
- Become vulnerable for exclusion or have had a fixed term exclusion
- Are not achieving targets already in place on a plan for behaviour and emotional difficulties
- At risk of failure at school thorough disaffection.

A PSP will be drawn up and agreed by:

- Parents
- LA Representative
- Staff of the school
- Any other agencies relevant to a particular case.

The PSP will:

- Provide targets which will be broken down into manageable tasks
- Identifiable rewards that can be achieved for meeting the targets
- Sanctions that will apply if certain behaviours occur
- Identify roles and responsibilities for the school, child and parents.

A PSP will normally run for 16 weeks and the review process will address any behavioural difficulties within the PSP or EHCP.

9 EXCLUSIONS

The aim of the school is always to improve a child's general behaviour and it will only use exclusion when the school has completely exhausted all resources and avenues. However, there may be circumstances when an offence is considered so serious that exclusion is unavoidable. The school follows strict LA guidelines regarding any exclusion matter and procedures.

WE DO NOT TAKE PERMANENT OR TEMPORARY EXCLUSIONS LIGHTLY AND WE HOPE THAT ALL PARENTS SUPPORT ALL SCHOOL ACTIONS WHICH ATTEMPT TO STOP THIS HAPPENING.

10 GOVERNORS

10.1 The Headteacher and teachers, in consultation with the governors, should continue to develop the School Behaviour Policy

- Monitoring through observation (see Governor Visits timetable) & reporting from Headteacher
 - Evaluating current practice
 - Discussions with staff, children and parents
 - Staff are given adequate training in the management of children's behaviour.
- 10.2 Governors should have a clear understanding of procedures involving disciplinary action, e.g. racial harassment, physical attack etc. and be aware of their role regarding exclusion as stated in the Education Act (No.2) 1986.
- 10.3 Governors, teaching and non-teaching staff should support each other in maintaining high standards of behaviour throughout the school.

Note: This policy must be read in conjunction with

Anti Bullying Policy

Exclusion Policy

Safeguarding Policy

Code of Conduct

Offsites policy

This policy and the school's activity complies with the Statutory guidance for schools and colleges on safeguarding children and safer recruitment, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education-2016).

Team-Teach Policy Statement, supporting Gastrells Community Primary School's Behaviour Policy

Introduction

This policy statement is intended to be read in the context of the School's Behaviour Policy.

Team-Teach is a whole setting, behaviour management response that aims to use de-escalation and behaviour strategies as a standard response to challenging behaviour. This may include restrictive positive handling techniques.

Restrictive Positive Handling techniques are never used in isolation

The basic principles of Team-Teach are:

- At least two members of staff present when a situation occurs.
- An assumption that most situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Last resort – all other behaviour management strategies to be tried and used first.
- Restrictive intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours, reducing risk and minimising the need for physical intervention.
- We believe that understanding behaviour triggers and recognising all behaviour as a form of communication is key, and in some settings, where appropriate, offer safe, respectful and minimal physical intervention skills as a last resort, with an emphasis on de-escalation strategies being 95% of our focus.
- We see this as just one part of a whole-setting approach to behaviour support and help services develop acceptable, appropriate, authorised responses to distressed and dysregulated behaviours. -

Examples of situations where positive handling maybe appropriate include:

- pupil attacks another pupil or member of staff
- pupil throws or threatens to throw something at another pupil or member of staff which would cause harm
- pupil is engaging in, or on the verge of committing, deliberate damage or vandalism to property
- pupil absconds, or attempts to abscond, from school or a room and in doing so would put themselves or others at risk (including running in a corridor or stairway when other children are moving around school)

- a pupil persistently refuses to leave a room
- a pupil behaves in such a way as to seriously disrupt the lesson or normal functioning of the school

Reasonable approaches used:

- holding for security and to reduce anxiety where there is potential risk
- physical interposing between students
- blocking a student's path
- escorting a pupil by hand or arm

All incidents involving pupils being physically managed will be recorded and evaluated.

More information about the Team Teach approach and accreditation can be found at www.teamteach.co.uk

Parents / carers will be asked by the Head Teacher to sign a 'Home School Agreement' (HSA), when their child joins the school. By signing the form the Parent / Carer will be indicating their agreement with the school's 'Behaviour Policy', and in signing the agreement, they are acknowledging the school's option to use reasonable force on their child in the circumstances described in the policy.