



Garswood Primary School Positive Behaviour Policy

Policy statement

At Garswood, we strongly believe in the partnership between school and parents. It is essential that we work together to maintain the good discipline of our children in a calm and caring environment. However, it is essential that the children themselves are fully aware of the expectations that we hold regarding positive and appropriate behaviour. We believe that the children should be taught, through the partnership between school and parents, to:

- be well behaved in order not to upset or disturb others
- respect the views of others
- listen to others and be accepting of that fact that they may have a different opinion
- willingly share with others
- be considerate and polite to others
- care for others
- be tolerant of all others
- be happy and friendly
- be honest
- be independent
- be responsible
- be reliable
- be organised and tidy
- enjoy learning in a pleasant and calm environment

In particular we aim to:

- ensure the safety and happiness of our pupils at all times
- ensure that educational achievement is not affected by poor behaviour
- ensure that children are considerate and respectful towards others
- foster a sense of commitment towards the school and pride in the school and in themselves

Acceptable and Unacceptable behaviour

The Primary National Strategy guidance on 'Social and Emotional Aspects of Learning' (SEAL) is embedded into all that we do. SEAL is a resource which aims to provide schools with an explicit, structured whole-curriculum framework for developing **all** children's social, emotional and behavioural skills. Social, emotional and behavioural skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people.

Where children have good skills in these areas, and are educated within an environment supportive to emotional health and well-being, they will be motivated to and equipped to:

- be effective and successful learners
- make and sustain friendships
- deal with and resolve conflict effectively and fairly
- solve problems with others or by themselves
- manage strong feelings such as frustration, anger and anxiety
- be able to promote calm and optimistic states that promote the achievement of goals
- recover from setbacks and persist in the face of difficulties
- work and play co-operatively
- compete fairly and win and lose with dignity and respect for competitors
- recognise and stand up for their rights and the rights of others
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

We believe that the pupils in Garswood Primary School each have the right to learn in a happy, safe, ordered and harmonious environment. With this in mind, we must **all** be:

CONSIDERATE – at all times to others

KIND AND FRIENDLY – respecting everyone else as an individual and being on good terms with one another; always playing sensibly

COURTEOUS – being polite and helpful at all times to all adults and children

RESPONSIBLE – accepting responsibility for our own actions

RESPECTFUL – towards all others and property

ABLE TO LISTEN – to listen attentively at all times and be willing to
CAREFULLY consider the views of others

CO-OPERATIVE – being willing to work together

HARDWORKING – always doing our best

HONEST – being truthful and respecting the property of others

WE CLEARLY DEFINE UNACCEPTABLE BEHAVIOUR AS FOLLOWS:

- using threatening, upsetting or abusive language to, or about children or adults
- bullying or racial harassment
- use of homophobic language or homophobic harassment
- **any** discriminatory language or harassment
- making **any** form of physical attack upon another person – i.e. hitting, kicking, punching, pinching, pulling hair, etc...
- deliberately being inattentive
- being uncooperative and causing disruption

- causing damage to property
- disregarding a rule which is generally accepted by others
- being unkind in any way towards others – including name-calling
- purposefully excluding a child from an activity to make them feel isolated

CELEBRATING POSITIVE CONTRIBUTIONS TO SCHOOL LIFE

All adults working in Garswood School, whatever role they may be in, will consistently model appropriate good behaviour to the children. By recognising, celebrating and rewarding good behaviour we can set standards of expectation for all children. There are many ways in which we do this, for example

- praise – genuinely recognising and acknowledging effort and excellence
- good behaviour can be recognised in a class 'celebration book' which focus' on recognition of the actions of children who help keep our school community happy, safe, ordered and harmonious – the book will also be regularly reviewed by the Headteacher
- each class teacher has his/her own behaviour management systems in place – these vary between year groups to provide age appropriate differentiation for the children as they progress through the school (ie, stickers, merits, raffle tickets)
- each Friday we have a 'Merit Assembly' to reward children who consistently work hard; display a positive attitude towards others and their work; have shown a marked improvement with the effort they put into their work, etc...
- children can earn House Points for their team –Chestnut, Elder, Rowan, Sycamore. These points are added up and at the end of the week we announce the winning House. Each half term the winning House for that period negotiate a treat with the Deputy or Head teacher. This can be an own clothes day, lunchtime buffet, an extra playtime....the children decide, negotiate and democratically vote as a House.
- the last assembly of each half-term is our 'Citizenship Assembly' rewards individual children who stand out as being a 'good citizen' – typically these children will be honest, reliable, respectful, co-operative, sharing and caring towards others at all times
- an annual award of 'Citizen of the Year' is given to the child who has made the greatest contribution in this area in our special final assembly of the year.

DEALING WITH UNACCEPTABLE BEHAVIOUR

Unfortunately some children do not realise that their behaviour is unacceptable, and that their actions make the lives of others sad. In such instance appropriate sanctions are applied. Each incident is evaluated and the staff member decide the appropriate sanctions

Sanctions may include:

- A verbal warning to improve their behaviour.
- Being required to work away from their peers (in a different class/ area/with a senior member of staff)
- Having to remain at the side of the playground/stand with an adult on the playground - during playtime
- Being sent to see a senior leader
- Being withdrawn from the playground
- Completing 'Reflection Work' or writing a letter of apology to the person who has been wronged
- Internal exclusion – being away from peers for an allotted period of time
- Loss of privileges e.g. not going on a school trip or representing the school at an event (ie, football game/music concert)
- There may be an occasion, when it is deemed appropriate for a child to access an off-site Inclusion Base rather than attend school. The decision as to whether this happens lies with the Head teacher. This is usually for a fixed term, perhaps two days or for a week, before the pupil is allowed back into school. On a rare occasion, it may be that a pupil would be required to spend longer periods at the off-site Inclusion Base. Parents have a duty to ensure their child attends the Inclusion Base if this sanction has been decided upon by the Head teacher. Permission is not required from the parent. Non-attendance would be unauthorised absence.
- There may be an occasion, when due to the seriousness of an incident, the Head teacher may choose to exclude a pupil from school. This could be a serious incident and may mean that there have been no former warnings or previous loss of privileges. Exclusion can be for a fixed term or permanent. Exclusions can also be for a period of the day, such as lunchtime exclusion – however this would be classed as half day exclusion. All exclusions are undertaken formally.
- Persistent low level poor behaviour may also result in exclusion or a requirement to access the Inclusion Base as an alternative to attending the school.
- Permanent exclusion is only used in extreme circumstances and only by the instruction of the Head teacher.
- On a rare occasion, staff members, many of whom are trained in the use of positive handling, may safely physically restrain a child. More information can be found in the school policy on 'Physical Restraint'.

When school staff feel it is appropriate parents will be alerted to their child's poor behaviour. It may be appropriate to have regular contact if this will be of benefit to the child in remedying their behaviour.

For some children it may be that a different structure to the sanction system needs to be initiated if the child is consistently finding it difficult to adhere to certain rules and expectations. In these instances a child would be given small targets on an Individual Behaviour Plan which would be formulated and agreed with parents and other agencies where appropriate. Sanctions would be built into the plan. It may then be further extended to a Pastoral Support Plan.

On occasion children may work with external agencies such as the Local Authority Behaviour improvement Team. Parents will be informed if this is something that is felt

appropriate to your child. Children may also be asked to take part in 'Restorative Justice', which means talking through behaviours and finding solutions.

In order to help children to become consistently positive in their behaviour, we keep track of their behaviour and sanctions in a number of ways. These are as follows:

- an incident book is kept for each class – this is a log of all unacceptable behaviour or events which are of concern (details are written by teachers and other staff members) These are collected weekly and reviewed by the Head teacher and Pastoral Lead
- instances reported by midday supervisors are logged by either a teacher, Learning Assistant or the Pastoral Lead
- racist, homophobic or other discriminatory language is logged and reported to the local authority
- individual pupils may require a behaviour log, individual and personalised sticker chart and/or home school communication book as part of an Individual Behaviour Plan (IBP) or Pastoral Support Plan (PSP).

PARENTAL INVOLVEMENT

In order to get the very best from each child, we need to work in close partnership with parents, knowing that we can rely upon their help and support. We have therefore set up a process that will keep parents informed in the event of their child's behaviour being deemed as 'unacceptable'.

- all incidents of unacceptable behaviour or events are noted in class incident books, which are regularly reviewed by the Headteacher
- if serious incidents are noted involving the same child, parents will be notified of the school's concern
- if behaviours continue parents will be invited to meet with the Headteacher to discuss how best to deal with the situation
- persistent unacceptable behaviour may lead to exclusion from school and this will be at the discretion of the head teacher

SUPPORTING THE SCHOOL POSITIVE BEHAVIOUR POLICY

- Encourage your child to behave well at school and respect all of the school staff and all other pupils
- Model positive language at home and positive actions
- Encourage your child to tell their teacher if they feel hurt in any way by someone else's behaviour, but also encourage them to take a sensible view and try to distinguish between intended and accidental hurt.
- Make contact with the school if you have any concerns about your child's own behaviour or if you believe they are a victim of another child's poor behaviour. Arrange to discuss the matter with the class teacher as soon as you are aware of a problem. The parent or teacher may at any point, request that the Pastoral Lead or Phase co-ordinator, Deputy Headteacher or Headteacher, be included in the discussion at any point.

- If you feel that your concern is of a very serious nature, arrange a meeting directly with the Headteacher.

At Garswood we are very proud of our 'caring and sharing' traditions. Our children are as good as you'll find anywhere, and so we must put emphasis on maintaining and strengthening the tradition. We believe that this policy will help to preserve what is best about the way our children behave, and we look forward to working in partnership with you towards that end.

Approved by Governors Summer 2016

To be reviewed Summer 2019 by the Teaching & Learning Sub-Committee

Other related policies include; Physical Restraint, Anti-Bullying, PSHCE



Responsibilities of the School

- (1) to care for each child and to provide for individual needs (emotional, social, physical and intellectual)
- (2) to teach effectively and to set the highest standards in work and behaviour
- (3) to help pupil's develop the confidence and ability to deal with life
- (4) to develop pupil's talents and foster their self esteem
- (5) to encourage regular communication with parents as a basis for close co-operation between home and school

Responsibilities of Parents

- (1) to show by their example, and in all public communications (including social networks), that they support the school in setting the highest standards in all it tries to do,
- (2) to make sure that their children come to school regularly, on time, refreshed, alert, correctly dressed and ready to work
- (3) to take an active and supportive interest in their children's work and progress
- (4) to support the authority and discipline of the school, helping their children to mature, and achieve self-discipline and self-control
- (5) to ensure that their child's leisure time activities do not interfere with, or have any adverse effect upon, their schooling

Responsibilities of Pupils

- (1) to attend school regularly, on time, ready to learn and take part in school activities
- (2) to aim for the highest standards in all aspects of school life
- (3) to co-operate with **all** staff and to accept the authority and rules of conduct of the school
- (4) to consider and respect the feelings and the property of other people both in school and in the wider community
- (5) to care for their school environment – grounds, buildings, furniture, equipment and resources

I support the above expectations at Garswood Primary School

Signed _____ parent/carer of _____

Signed _____ (on behalf of the school)