



A Curriculum Policy statement for: **Positive Behaviour**

For all children, learning how to manage emotions, deal with rules and develop positive, healthy relationships is a key part of their development. Part of our role at Garswood is to educate children to enable them to contribute to society in a positive way. This includes developing an inclusive, understanding, empathetic approach and appreciating the need to adhere to expectation and support each other in doing so.

Working in partnership with parents/carers is an important step in securing the best outcomes for children. We expect all parents to be respectful of the school rules and support us in helping the children to adhere to these. This includes promoting and supporting the uniform expectations and adhering the parental code of conduct in setting a positive example to the children.

We believe that the children should be taught, through the partnership between school and parents, to above all else – be kind. In addition, together we should aim to teach children to:

- be well behaved in order not to upset or disturb others;
- respect the views of others;
- listen to and accept the views of others;
- willingly share with others;
- be considerate and polite to others:
- care for others;
- show empathy towards others;
- be friendly;
- be honest;
- be independent;
- be responsible;
- be reliable;
- be organised and tidy;
- focus on the learning and play an active role in contributing to lessons.

Garswood is an inclusive school. All children are different and, in the same way some children find challenges with certain academic aspects of learning, some children find learning how to behave appropriately challenging too. We also recognise that some children have neurological processing difficulties that can present in challenging behaviours. We are committed to being inclusive and supporting all children in accessing an education.

As a school family, we should all work together to help individuals who may need more support to learn how to behave appropriately. This includes, supporting all children in developing an empathy. If they see a behaviour that is not acceptable, to recognise it as such. They should be taught not to copy this behaviour but to understand that by modelling the expected behaviours and showing kindness, that they can play a part to support a child in learning how to manage their emotions and learn to adhere to the school rules.

Acceptable and Unacceptable behaviour

The children are supported through a comprehensive Personal, Social, Health and Emotional curriculum. This is underpinned with learning on relationships, health and wellbeing and living in the wider world. Integrated within this is the Barnardo's PATHS programme (Promoting Alternative Thinking Strategies). Garswood Primary and Nursery School launched the PATHS programme in 2020 and have worked alongside Barnardo's in embedding this approach.

Through this comprehensive curriculum approach children will be taught the knowledge which will help them to develop and rehearse the skills to equip them in;

- becoming effective and successful learners;
- making and sustaining 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 clearly define unacceptable behaviour as follows:

- bullying or racial harassment (see the Anti-bullying policy)
- Use of homophobic language or homophobic harassment
- any discriminatory language or harassment
- using threatening, upsetting or abusive language to, or about children or adults
- 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

- awarding house points which accrue to earn team rewards
- recognition and celebration through social networks such as 'Twitter'
- each Friday we have a 'Merit Assembly' to reward children. There are opportunities to award certificates for effort, behaviour, achievement and merit assembly also celebrates kindness and each class awards a badge in recognition of a kind act shown
- the last assembly of each half-term will reward 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. An annual award of 'Citizen of the Year' is given to the child who has made the greatest contribution in this area
- In addition, individual class teachers employ some age appropriate systems to reward positive achievements such as a special cushion for star of the week or a raffle for rewards.

Although we do celebrate success, we also encourage the children to do the right thing because it is intrinsically driven, not for an external reward. This is our long-term aim for all children.

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 or consequences are applied.

Though there is a hierarchical approach to consequences, consideration is given carefully to each incident to be assured that it is proportionate and appropriate to the age, stage, developmental level and/or additional needs of the child.

Sanctions may include:

- Child given a verbal warning to improve their behaviour
- Child required to work away from their peers (in a different class/ area/with a senior member of staff)
- Child remaining at the side of the playground/stand with an adult on the playground - during playtime
- Alerting parents to staff concerns about their child's behaviour
- Child being sent to see a senior leader
- Child being withdrawn from the playground for a fixed period
- Child completing 'Reflection Work' or writing a letter of apology to the person who has been wronged or putting right any damage that has been done to property
- Children may also be asked to take part in 'Restorative Justice', which means talking through behaviours and finding solutions.
- 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'.
- Child being Internally excluded – being away from peers for an allotted period of time
- Loss of privileges for the child 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. In such instances whereby a place is not available at the off-site inclusion base, this would instead result in a fixed term exclusion to home. Fixed Term Exclusions are undertaken formally.

There may be an occasion, when due to the seriousness of an incident, the Head teacher may choose to exclude a pupil from school with immediate effect or for a designated fixed period of time. This could be a serious incident and may mean that there have been no former warnings or previous loss of privileges. Persistent low-level poor behaviour may also result in more serious consequences such as a requirement to access the Inclusion Base or Pupil Referral Unit as an alternative to attending the school.

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. Permanent exclusion is only used in extreme circumstances and only by the instruction of the Head teacher.

Children's Voice

When the school is dealing with incidents of unacceptable behaviour, we will involve the children. We will listen to their views and encourage all children to reflect on what has happened and the part they could play in helping it not to happen again in future. At the heart of this policy is recognition that children are at school to learn. This includes learning about how to behave. Support will be given to all children to develop their understanding of rules, empathy, and resilience.

Parental Partnership

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 may 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.
- Occasionally it may be appropriate to take a whole family approach. This may in and an Early Help Assessment would be undertaken and a multi-agency approach

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:

- Incidents of poor behaviour are recorded on CPOMS – this is an electronic data base used to record all unacceptable behaviour or events which are of concern (details are recorded by teachers and other staff members) These can be accessed by select members of staff to help monitor any patterns of poor behaviour and assist in the formulation of future actions, sanctions and or/interventions.
- Instances reported by midday supervisors are logged by either a teacher, Learning Assistant in the same way.
- Racist, homophobic or other discriminatory language is logged and reported to Governors

