

Gillamoor Church of England (VC) Primary School

Where God's love is sown, grown and taken home.

Our Mission Statement

Our School community aims to inspire and nurture the love of learning and to develop the full potential of all, within a distinctly Christian environment.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

Policy for Behaviour Management

Policy completed: September 2014

Co-ordinator responsible: A Tweddle

Date of next review: September 2016

How this Policy was Developed

This policy was developed from consultation with staff, pupils, governors and parents. The policy has been informed by non-statutory guidance based around SEAL (Social and Emotional Aspects of Learning) materials and also Spiritual, Moral, Social and Cultural Development guidance for schools.

Definition

Briefly, we define 'behaviour management' as: the **promotion of positive behaviour** ie behaviour which follows our school values and therefore contributes to a happy, safe and effective Environment and conversely as the **discouragement of negative behaviour** ie behaviour which does not fit with our school values. As such, this policy is as much concerned with praise, rewards and encouragement as it is with sanctions.

Values

The aims and objectives of Gillamoor CE Primary school the values which underpin all teaching and learning, of which behaviour management is an integral part.

The core Christian values we embrace and foster are: Loving and Caring, Courage, Compassion, Honesty, Thankfulness, Generosity, Respect and Forgiveness.

Our values are used as our reference point when referring to behaviour: **positive behaviour** follows some or all of our values and therefore is praised and promoted; **negative behaviour** is discouraged because it deviates from our values in such a way as to undermine our school values.

Aims and Rationale

The school curriculum should promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school and in the community. It should develop their ability to relate to others and work for the common good. DfEE / QCA (1999)

Our school aims to provide an effective teaching and learning environment. All learners should feel valued, cared for and safe. This happens if everyone is behaving in a way which contributes to a positive learning environment.

Our school values (above) are an integral part of this environment and the pupils do support and contribute to these values by making positive choices and behaving appropriately. However, as in many schools, there are times when individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, at these times these pupils require a wide range of approaches to help support them in school. It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional and behavioural difficulties.

Best practice focuses on positive approaches to behaviour management. This is crucial to our whole school approach.

Social and Emotional Aspects of Learning (SEAL)

Social and emotional aspects of learning are qualities and skills which help us to manage life and learning effectively. There are five social and emotional aspects of learning:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills

It is important to develop these aspects of learning as doing so underlies almost every aspect of our lives, including how we behave. The five aspects enable us to learn effectively, get on with others and be responsible citizens. These aspects are taught through SEAL and SMSC lessons in school.

Positive Behaviour and Rewards Procedures

Positive attitudes and behaviour are encouraged and achieved by clear expectations, frequent acknowledgement of children's positive behaviour and a small number of simple rules with reasonable disciplinary sanctions.

All staff will ensure that this policy is applied consistently and fairly in dealing with all pupils so as to promote personal responsibility towards each other and the whole school community. We do however; acknowledge that all children are unique individuals and that there will be occasions when different strategies will need to be employed, in order to achieve the most effective outcome.

Positive Behaviour Modelling

Positive attitudes and behaviour are encouraged and modelled by all school staff and we have created a number of regular learning opportunities where this behaviour is encouraged and fostered:

- Circle Time/ class discussion – where all children are given the opportunity to discuss, review and focus on various aspects of life in school
- Worship time/Assemblies – children are encouraged to reflect on aspects of life from different cultures around the world as well as from our own culture
- Achievement/Sharing assemblies
- Social Skills/Emotional Literacy Groups – Members of staff meet regularly with children who have been identified as having difficulties with social interaction
- PSHE Programme – All year groups undertake regular PSHE and drama activities as a tool for exploring and expressing emotions

Rewards

Children who have behaved appropriately and in a caring way will be praised and rewarded. This positive approach, rather than negative criticism, forms the basis of this policy. Rewards can be given in many ways and should adhere to the following guidelines:

- They are used regularly without being overused so as to make them meaningless
- They are given as they are earned, whenever possible
- All children have equal access to rewards
- Rewards should be relevant and meaningful to the child
- Children need to be clear as to why a reward has been given
- Where possible, use of rewards should enhance home-school links

At Gillamoor CE Primary we recognise different levels of reward; they all act as **incentives** to continue to follow and as tangible means to recognise, appreciate and **praise** behaviours which exemplify our school values.

There is a whole-school approach to rewards which are consistently applied through school.

Individuals:

Termly reading reward incentives for children are given out to those who have read regularly at home.

Each class celebrates outstanding work in the Sharing Assembly on Fridays.

Attendance above 95% is celebrated through attendance certificates given termly.

Classes:

At the beginning of the year each class teacher works with the children to devise their own class rules appropriate to that group. These are displayed in the classroom. A variety of reward systems are used. Classes may be rewarded with Golden Time; Golden Time is a period of time spent on an activity chosen by the children.

Groups:

Individuals may be grouped into a number of teams, especially in Key Stage 2, in order to promote co-operation and mutual support. Groups may be rewarded.

Disincentives to unacceptable behaviour

Children who behave inappropriately will be presented with a series of sanctions. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child. There will be different levels as follows:

- Praise: Praise those children sitting nearby showing appropriate behaviour
- Non-verbal: A glare, shake of the head, raised eyebrow, hand gesture,
- Verbal: General reminder to every one of the class rules
- Verbal warning: A Clear concise message.' X', if you carry on with 'Y' behaviour then 'Z' will happen to you
- Time out to reflect on actions: A child is asked to move from their seat to another, (thinking chair in infants) where they will have a clear explanation of the behaviour required from them to return to their original seat.

In all these possible strategies once the child has successfully completed their sanction they should be given a positive comment. If a child refuses to comply, the class teacher will decide an appropriate sanction from the list below:

- Loss of playtime
- Loss of privilege, eg special helper
- Written apology

For certain unacceptable behaviours parents will be contacted:

- Fighting
- Bullying behaviour, including racism
- Bad language, directed at an adult
- Defiance
- Damaging school or others' property

Pupils who persistently fail to respond to the school's behaviour policy or endanger the safety of themselves or others.

It is possible that there may be circumstances where adherence to the behaviour policy and guidelines has failed to be effective. In this case the Headteacher will contact parents and invite them to a meeting with the class teacher, to work together to meet the needs of the child and improve behaviour.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Behaviour Contract. This is to be reviewed regularly.
- Extra one to one support.

- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for a Statement of special educational needs in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books.
- Alternative playtime arrangements.
- Records - It essential that a written record of behaviour is kept in case further action is required. This will be the responsibility of the class teacher together with contributions from any other staff who are involved.

Exclusion

The school follows the DfE guidance - Improving behaviour and attendance: Guidance on exclusion from schools and pupil referral units – September 2008.

Equality of Opportunity

Gillamoor CE Primary school strives to ensure equality of opportunity in all that it does. 'Equality' does not, however, involve the application of rewards and sanctions in a blanket, equal way. Instead, we recognise Ofsted (2005) findings:

A significant proportion of pupils with difficult behaviour have SEN and face disadvantage and disturbance in their family lives. Many have poor language skills.

As such, we believe that individuals and their behaviours must be treated with reference to the 'whole picture' in order to give our pupils true equality of opportunity in life.

Roles and Responsibilities

A factor which determines how effectively children actually learn social and emotional competencies and experience well-being is the behaviour and attitudes of their teachers and carers. These behaviours and attitudes are transmitted, through direct teaching, through the quality of the relationship set up, and through the way in which the school is managed and run. Weare (2003)

All adults in school act as role-models for our pupils. Following the school values in their own conduct is a fundamental force in the development of children's social and emotional skills.

The Headteacher

The Headteacher has responsibility for the management of all aspects of the school's work and this includes behaviour management.

The Headteacher's responsibilities in respect of behaviour are to:

- follow the schools values in her own conduct
- promote high standards of behaviour at all times and in all contexts
- ensure the quality of accommodation is welcoming, stimulating and well-maintained
- support colleagues and pupils by listening about behaviour concerns and responding appropriately
- ensure pupil voice eg inviting contributions in assemblies,
- underline the need for consistency in the way expectations of behaviour are set and maintained across time
- keep the governing body fully informed of significant behaviour issues
- act upon any serious incidents or concerns which may arise
- provide additional training in managing and improving the behaviour of more difficult pupils
- monitor and evaluate behaviour management strategies
- ensure that any staff are very familiar with the behaviour management policy and procedures
- provide staff with practical support and informal advice or guidance

- with the SENCO, track academic and social development and use information to inform behaviour management strategies

The Special Educational Needs Coordinator (SENCO)

The SENCO should:

- support the Headteacher in the above roles and responsibilities
- take on the roles and responsibilities in the absence of the Headteacher
- maintain strong effective, established partnerships with external agencies
- provide staff with practical support and informal advice or guidance
- with the Headteacher, track academic and social development and use information to inform behaviour management strategies

The Governing Body

The Governing body, in co-operation with the Headteacher and SENCO determines / agrees the school's general policy and approach to behaviour management for all pupils. They are also required to form a sub-committee to respond to any critical incidents.

The Teacher and Teaching Assistant

It is the responsibility of all staff to promote high standards of behaviour in line with the principles and statements set out in this policy. Teachers and TAs will:

- follow the school values in their own conduct
- provide a welcoming, stimulating and organised classroom environment and learning experience that engage learners
- ensure the quality of their teaching engages all pupils eg providing activities which cater for visual, auditory and kinaesthetic learning styles
- be confident to adapt the curriculum to motivate and engage pupils eg through planning greater time spent on ICT, art, PE – important motivators for some children
- aim to develop literacy skills of all pupils, including more difficult pupils, to improve concentration
- aim to develop emotional literacy and social skills through Personal, Social and Health Education (PSHE), circle times and Social and Emotional Aspects of Learning (SEAL)
- establish and regularly reinforce clear expectations through class rules at the start of the year (these should be on display)
- establish and regularly reinforce clear expectations through clear routines and procedures (see Appendix 1)
- recognise positive behaviour and reinforce this behaviour on an individual, group or class level
- identify negative behaviour and react appropriately
- ensure that everyone has a clear understanding of behavioural expectations, rewards and sanctions
- be consistent in the way expectations of behaviour are set and maintained **across time**, but not necessarily consistent amongst all pupils, all the time (see Equality of Opportunities, below)
 - create a constructive relationship with parents / guardians
 - Ensure that each class has an SEN file which includes a section on behaviour management and classroom strategies.

The Parents / Guardians

At Gillamoor CE Primary school, a high priority is working with parents. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policies, actions and events. Parents, the school and children are asked to sign a home school agreement. Parents have a legal right to view this policy. Parents support us in the behaviour management processes.

Related Areas

Behaviour is an issue which underpins all aspects of the teaching and learning process. Consequently, reference to behaviour should be frequent and regular in all teaching.

There is no separation of mind and emotions; emotions, thinking and learning are all linked
Jensen (1998)

However, policies which directly relate are those for Personal, Social, Health and Citizenship Education (PSHCE), Sex and Relationship Education, Drug Education, SEAL and SMSC.

We also recognise concerns about bullying expressed on a national level amongst pupils, parents and other interested groups. Clearly bullying is unacceptable and any instance of such would deviate markedly from the school values.

See Appendix 1 for further information.

Appendix 1: Bullying

It is the responsibility of the whole school community to ensure that bullying does not take place by ensuring the development of a caring and supportive ethos. Our aim is to enable children to develop the skills to allow them to deal with situations that they may encounter.

What do we mean by bullying?

Definitions of bullying typically include three parameters:

- repetitive, prolonged over time
- an imbalance of power
- physical, verbal, emotional, racist or sexual

Identifying the problem

Children who are being bullied at school will not always be prepared to tell those in authority. It is important therefore that staff can recognise specific behaviour patterns in children. Signs of bullying might include:

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about the problem
- easily distressed
- damaged or incomplete work
- Thought and sharing box in each classroom

Staff will be able to use their knowledge of their pupils to identify changes in their behaviour that might indicate bullying. Staff should regularly remind children that problems can be discussed confidentially at their request.

General issues about bullying can be raised during lessons, assemblies, circle time etc. However, individuals should never be discussed or raised.

How do we prevent bullying?

We strive to thoroughly embed our school values amongst all children and therefore create a supportive climate. A restorative practice approach is used by all staff to ensure that children are listened to and a fair solution agreed. Gillamoor CE Primary school does not tolerate bullying and any incidents will be treated seriously and investigated thoroughly:

- bullies and victims are interviewed separately
- witness information should be obtained wherever possible
- written record of the incident, investigation and outcomes is kept

Whole school assemblies are devoted to providing strategies for children to use if they are being bullied or see someone being bullied. (These strategies are focused on telling an adult who they trust).

The bullied individual must be supported. Victims of bullying often feel powerless and vulnerable. It is important to raise self-esteem and build self-confidence. The bully should be supported in recognising their unsociable behaviour and given support to modify that behaviour.

Action should be taken to prevent further incidents. This may include:

- the imposition of sanctions
- obtaining an apology
- inform parents of both bully and bullied

Parents concerns are taken seriously and dealt with accordingly.

(Also refer to Equal Opportunities Policy: one of the specific staff roles is to report incidents of name-calling, jokes, graffiti, emotional comments, bullying or refusal to mix or co-operate with certain pupils / adults to the Headteacher, and stress the need for pupils to do so also.)

Appendix 2:

References

This policy was compiled with reference to:

NYCC (2012) **Spiritual, Moral, Social and Cultural Development guidance for schools.**

DfE (2011) **Behaviour and Discipline in Schools – Guidance for Governing Bodies**

DfE (2011) **Ensuring Good Behaviour in Schools**

DfE (2011) **Behaviour and Discipline in Schools – A guide for head teachers and school staff**

Ofsted (2005) **Managing challenging behaviour**

DfEE / QCA (2005) **Social and Emotional Aspects of Learning – a quick guide to these materials**