

# Great Gaddesden C.E. (VA) Primary School



## Behaviour Policy

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**Reviewed:** June 2013

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## **INTRODUCTION**

*This policy should be read in conjunction with the following school policies:-*

- Anti-Bullying Policy;
- Home–School Agreement;
- Pupil Attendance and Punctuality Policy;
- Safeguarding and Child Protection Policy;
- Teaching and Learning Policy.

## **PHILOSOPHY, VALUES AND AIMS**

The staff and governors at Great Gaddesden C.E.(VA) Primary School are committed to creating a Christian learning community where all adults and children feel valued and safe. In order to fulfil this vision – as well as complying with local and national requirements relating to safeguarding and child protection – pupils are taught to show respect for themselves and other people, and to care for animals, the environment and property.

We are fully committed to our vision of developing our pupil’s self-belief within a caring and safe environment. We use our Christian values to guide us.

At Great Gaddesden C.E.(VA) Primary School, we:

- encourage pupil punctuality and attendance
- promote high standards of pupil behaviour and have a zero tolerance approach to bullying (see *Anti-Bullying Policy* for details)
- promote high standards of teaching and learning, so that all pupils are successful in their learning (see *Teaching and Learning Policy* for details)
- provide a safe learning environment for all
- promote our British values
- follow the therapeutic Herts STEPS programme

## **RULES**

At Great Gaddesden School, we only have 2 rules:-

- *Be kind + responsible*
- *Be safe*

## **ROLES AND RESPONSIBILITIES**

### **Pupils**

- To be guided by our Christian values
- To follow our 2 school rules
- To adhere to the Home/School Agreement
- To do your best
- To always treat others with respect
- To take care of the school property and environment
- To be courteous

### **Parents/carers**

- To be guided by our Christian values
- To support our 2 school rules
- To sign and adhere to the Home/School Agreement.

- To make pupils aware of appropriate behaviour in all situations.
- To encourage self-regulation and independence.
- To show an interest and fully support all that their child does at school.
- To foster positive relationships with the school.
- To support staff with the implementation of our Behaviour Policy.
- To be aware of the school's expectations.
- To treat everybody in our school community with respect and consideration.
- To reinforce appropriate behaviour in line with school rules, before and after school.

### **Staff**

- To be guided by our Christian values
- To uphold our 2 school rules
- To treat all pupils fairly and with respect
- To raise pupils' self-esteem.
- To encourage a growth mind-set
- To create a safe and positive environment
- To provide a positive role model
- To communicate appropriately with pupils

The school expects parents/carers to give full support in dealing with unacceptable behaviour from their child and to keep the school fully informed of behaviour difficulties they may be experiencing at home or a change in personal circumstances, which could affect their child's education/behaviour.

### **HOW DO WE ENCOURAGE GOOD BEHAVIOUR FOR LEARNING ?**

By:

- Using our Christian values to guide us
- setting clear expectations in the Home/School Agreement.
- promoting mutual respect for all
- encouraging pupils to take responsibility for their own actions and behaviour
- praising and celebrating good behaviour.
- using our housepoint system
- encouraging class-based incentives
- using PSHE to support behaviour, to resolve concerns and to build self-esteem
- awarding housepoints for positive learning behaviour

### **WHAT HAPPENS IF CHILDREN'S BEHAVIOUR IS UNACCEPTABLE?**

The pupil is given a quiet reminder of behaviour expectation. If no improvement, the pupil may be given a warning and reminded of the school's behaviour expectations.

The school's sanctions are clearly set out in the Behaviour Code. There are 5 stages and pupils are made clear on the consequence of each type of behaviour. The Behaviour Code gives examples of the consequences at each stage. Every individual case is looked at independently.

Stage	Behaviour e.g's	Consequence
Stage 1	If you <b>choose</b> to: <ul style="list-style-type: none"> <li>• Be disrespectful to others</li> <li>• Disturb others during teaching and learning time.</li> </ul>	You can expect us to: <ul style="list-style-type: none"> <li>• Remind you about appropriate behaviour.</li> <li>• You will lose 5 minutes of your break/lunch time.</li> </ul>
Stage 2	If you <b>choose</b> to: <ul style="list-style-type: none"> <li>• Continue any Stage 1 behaviour</li> <li>• Damage property</li> <li>• Behave in an unsafe way</li> <li>• Take property which does not belong to you.</li> </ul>	You can expect us to: <ul style="list-style-type: none"> <li>• Give you a formal warning about your behaviour.</li> <li>• Letter of apology during break</li> <li>• Record on CPOMS</li> </ul>
Stage 3	If you <b>choose</b> to: <ul style="list-style-type: none"> <li>• Persistent repetition of Stage 1 and 2 warnings.</li> <li>• Be verbally or physically aggressive towards another child or adult.</li> <li>• Engage in bullying behaviour</li> <li>• Deliberately damage property.</li> <li>• Swear or use offensive language.</li> </ul>	You can expect us to: <ul style="list-style-type: none"> <li>• Speak to your parents about your behaviour</li> <li>• Send you to work in another classroom</li> <li>• Lose up to 30 mins lunch</li> <li>• Report the incident to a senior member of staff, i.e. Mrs Lilley, Mrs Jessop or Mrs Wickens.</li> <li>• Letter of apology written at home, signed by parents, brought to school the next day.</li> <li>• Lose the privilege of attending clubs.</li> <li>• Any of these incidents may result in a one day exclusion from school (at the discretion of the Head teacher) depending on the nature and context of the incident.</li> <li>• Record on CPOMS</li> </ul>
Stage 4	If you <b>choose</b> to: <ul style="list-style-type: none"> <li>• Persistent repetition of behaviour of previous stages</li> <li>• Deliberately hurt someone seriously.</li> <li>• Deliberately cause damage to property.</li> <li>• Behave in a way, which is dangerous to yourself or others.</li> </ul>	You can expect us to: <ul style="list-style-type: none"> <li>• Contact your parents immediately.</li> <li>• Internal exclusion in school environment</li> <li>• Record on CPOMS</li> </ul>
Stage 5	If you <b>choose</b> to: <ul style="list-style-type: none"> <li>• Persistent repetition of behaviour of previous stages</li> <li>• Commit a serious one off incident this may result in permanent exclusion.</li> </ul>	Depending on the nature of the incident: <ul style="list-style-type: none"> <li>• You may receive a fixed term exclusion.</li> <li>• You may be permanently excluded</li> </ul>

### **All staff will have the Hertfordshire 'Step On' training.**

This is a therapeutic approach to behaviour management, with the emphasis on consistency, teaching self-regulation and care and control. It uses techniques to de-escalate a situation and adopts techniques to reduce the risk of harm.

### **Recording incidents**

Staff should write all **Stage 2 and higher** incidents on the school's CPOM system (behaviour log (to include Bullying, Racist and e-Safety Incidents)).

### **Responding to serious incidents**

Parents/carers are involved at **Stage 3** and/or if there are repeated patterns of behaviour or a one off serious incident causing concern. In such cases the parents/carers will meet with the relevant staff and agreed outcomes are shared with the pupil, demonstrated a united approach between all adults.

It may be necessary to seek advice and support from outside agencies and/or establishing an individual Behaviour Support Plan and/or set up a home-school diary.

### **Exclusion**

Exclusion is not taken lightly and the school will endeavour to support the child and her/his family as much as possible.

### **BULLYING**

Please refer to our *Anti-Bullying Policy*.

### **POLICY REVIEW**

This policy will be reviewed annually in order to reflect national and local changes to the primary school curriculum.

The review process will be led by the Head teacher. The policy may be discussed with staff and/or members of the relevant Governing Body sub-committee as required.