



Greatstone Primary School

Policy for Behaviour

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Date:	February 2022 - 6 th Month Review
Review Frequency:	Annually
Review Date:	September 2022
References:	KCC Guidance
Governor Agreement	22 nd September 2021
Staff Agreement	15 th September 2021 Review discussion and agreed 2 nd February 2022
To be read in conjunction with:	
<ul style="list-style-type: none">• Safeguarding Policy• Teacher Standards• Anti-bullying policy• Special Educational Needs and Disability Policy• Kent exclusion guidance https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf• Parent home agreement	

Introduction

At Greatstone Primary School, we believe that every child has the right to learn but no child has the right to disrupt the learning of others. Every staff member, child and parent has a responsibility to positively contribute to the ethos of our school through the behaviours we all display. Our behaviour policy has been created to foster a set of values that has been developed and agreed by staff, children, parents and the Governing Body. These values aim to underpin teaching and learning, enabling our children not only to make progress and flourish in the classroom, but also to promote their social and emotional development and well-being.

Rationale

We believe that our behaviour policy should not just be a set of rules but more a consistent code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary, sanctions. This policy should be applied fairly, in partnership with parents and with transparency of ownership by all.

We firmly believe that the establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork from all members of the school community.

Teachers' Standards identify the following:

- All teachers should manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good courteous behaviour both in classrooms and around the school in accordance with the school's policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively using approaches appropriate to pupil' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Aims

- ✓ To encourage a calm, purposeful and happy atmosphere within school.
- ✓ To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- ✓ To ensure a simple and consistent whole school approach where appropriate behaviour and language is used by all across the school.
- ✓ To ensure parents are informed and aware of disciplinary incidents by the class teacher and further procedures by the Senior Leadership Team if required.
- ✓ To provide a system of rewards to encourage and promote good behaviour and to try to change untoward behaviour.
- ✓ To ensure that learning time for all children is maximised and is not disrupted.
- ✓ To prevent bullying.

Staff Responsibilities

All staff should be quick to praise and slow to criticise, accentuating the positive. This is probably the most common and most effective reward of all and underpins excellent teaching and relationships.

- To treat all children fairly and with respect.
- Work as a team to support and encourage each other.
- Staff must use positive and negative consequences clearly and consistently.
- Provide a challenging, interesting and relevant curriculum.
- Be a good role model.
- Form good relationships with parents and children.
- Communicate incidents (both positive and negative) directly with parents and carers.
- Ensure all behaviour incidents are logged and monitored using the behaviour tracking system (CPOMS)
- Provide a well-ordered environment in which all are fully aware of behavioural expectations.
- Conduct themselves as per the school code of conduct.
- Respect each other's rights, values and beliefs.
- Foster and promote goodwill and a sense of belonging in the community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures.
- Effective and positive use of voice, body language, and rewards, as well as sanctions, should be used to reward and modify behaviour.
- Encourage, praise and positively reinforce good relationships and behaviour.
- Reject harassment in any form.

Parents' Responsibilities

- To make children aware of appropriate behaviour.
- To encourage independence and self-discipline.
- To show an interest in all their child does in school.
- To support the school in implementing this policy.
- To be aware of the school rules.

Children's Responsibilities

- To do their best.
- To contribute to their own learning.
- To treat others, their belongings and the environment with respect.
- To show consideration for others.
- To consider the effects of their actions on others.

Applying the Policy in the Classroom

Through regular consistent lessons and discussions with children regarding their behaviour, all children should know, understand and demonstrate how their behaviour reflects the school rules of:

Ready, Respectful, Safe

These rules are best achieved through the following:

- ✓ We are always ready to listen and learn
- ✓ We respect each other at all times and follow instructions
- ✓ We keep ourselves and our community safe

Rewards for Positive Behaviour

At Greatstone Primary School, we believe that children should be encouraged to behave well and complete their learning activities. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

Daily Rewards

- Dojo Points/House points
- Verbal praise
- High 5s
- Sharing amazing learning with peers, other adults or parents
- Dojo points certificate
- Star of the Day certificate from member of SLT

Certificates and Rewards

- Reading prizes
- Sports Day Rewards
- Celebration Assembly
- Gold Book
- 5+ Dojo points certificate
- Star of the Day certificate
- Attendance reward
- Extra Play
- House winner reward
- Forest school awards
- Termly postcards sent home for achievements in each of the values.
- 'Friday Hot Chocolate' with Mrs Kay for the child in each class who receives the most Dojos in a week.

Personalised Rewards

- Behaviour charts
- Reward Time
- Pupil Premium Incentive

Approaches and Consequences for negative behaviour

The behaviour approach used within the school will allow for children to reflect upon negative behaviour but also learn from their experiences. Record of negative behaviours will be recorded on CPOMS.

Warning: Children will be spoken to about negative behaviours they are showing, this will give them a chance to modify behaviours. The focus of the conversation will be to reinforce desired and appropriate behaviours.

Yellow Card: Child has broken one of the rules. The Yellow card will be recorded on the child's class record by the member of staff who issued it. The consequence of a yellow card is missing 5 minutes of a child's break or lunch time with a member of their teaching team.

Red Card:

- If a child receives more than one yellow card in the same session for the same behaviour this will result in a red card as they have not modified their behaviour, in line with the adult's instructions
- If a child has deliberately hurt another by punching, kicking, scratching etc;
- If children have been physically fighting or caused harm to an adult;
- Rough play resulting in injury to children.

Red cards will be recorded on CPOMS by the member of staff who issued it. Parents or carers will be spoken to regarding red cards from the class teacher, or member of SLT. The consequence of a red card is missing 15 minutes of the next break or lunch time in an area with a member of the Senior Leadership Team.

Whilst the above lists are examples of the types of behaviour which could constitute each sanction, we recognise that as a school we have a large range of ages and expectations of children so each negative behaviour would have to be considered in line with the child's developmental understanding and specific needs. We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

We recognise that not all children will be able to access and learn from these sanctions and in these cases a Behaviour Plan is devised with the Teaching Team, a member of Senior Leadership Team and the Parents. The aim of the Behaviour Plan is to draw upon all experiences and look at the strengths of the child, the areas of need and the next steps. These support methods could include individual reward charts, restructured school timetable, resources to support learning, mentors identified as a specific member of staff or individualised sanctions.

All Behaviour Plans are regularly reviewed with children, staff and parents.

In some cases, risk assessments of a child's behaviour are also completed.

Isolation

Internal Isolation is the isolation of a child from their usual class setting alongside a member of the Senior Leadership Team or their Teaching Team. They will be set learning by their class teacher and will have appropriate rest breaks. If a child has demonstrated behaviours that the senior leadership team deem as unsafe and has presented a risk to safeguarding of children, staff or visitors to the school, then we may internally isolate. We may also internally isolate if a child shows behaviours which are deemed inappropriate beyond the sanction of a red card.

The length of the isolation needs to be considered in each individual case and parents will be informed and the school will seek their support in this decision. All internal isolations will be recorded on CPOMS and may be shared with other agencies involved with the child or the family.

Exclusion

Exclusion is seen as a last resort when all other support has failed. Only the Executive Head or Head of School may exclude a child and this is always carried out in consultation with the parents. The Chair of Governors is informed and parents have the right of appeal. The exclusion period is at the discretion of the Executive Head or Head of School.

Lunchtime rules and procedures

Lunchtimes are the least structured time in the school day and therefore we are aware this may increase the chances of negative behaviours for vulnerable children. We recognise this and have taken the following steps to provide the best possible provision:

- Provided Teaching Assistants for each playground for break and lunch times, to support all children.
- Provided lunchtime games for the children to play in outside areas.
- Use staff well known to the children throughout the day for consistency of experience.
- 'Lunch Club' – This is an additional provision targeted at specific children. A range of social games and activities are used to model and teach social skills specific to the children's needs.