



**Harry Gosling Primary School
Behaviour Policy
2019-20 - DRAFT**

Aims of this policy:

- To support positive relationships between pupils, staff members, parents and other members of the school community;
- To ensure a calm and orderly school environment where effective teaching and learning can occur and pupils' social, moral, spiritual and personal development is supported;
- To foster an inclusive ethos, where the varying needs of all pupils can be met;
- To value all achievements;
- To encourage pupils to accept responsibility for their behaviour;
- To help pupils to develop a sense of right and wrong;
- To make boundaries of acceptable behaviour clear to everybody;
- To maintain a consistent approach to behaviour throughout the school, working closely with parents and carers.

Principles:

- All individuals are valued and treated with respect;
- The rights and responsibilities of pupils, staff and parents are clearly communicated and honoured;
- The physical and emotional environment for teaching and learning is safe and secure and appropriate for the stage of development of the pupils;
- School decision-making processes are to be collaborative;
- The school's policies and procedures are to be fair, logical and implemented consistently.

Rights and Responsibilities:

Pupils' rights

- All have the right to work, play and learn in a friendly, safe and supportive school;
- All have the right not to be bullied, or to be the victim of racial, sexist or any other abuse.

Staff rights

- All have a right to work in a friendly, safe, diverse school community, where equal opportunities are a reality, and steps are taken to tackle racism or other forms of inequality and discrimination.

Parents and Carers rights

- All have a right to feel welcome in the school as partners in their child's education, to know that their children work, play and learn in a friendly, safe and supportive school and that their views are listened to and taken into account.

Pupils' responsibilities

- To observe the school and classroom rules;

- To respect all adults and other children, regardless of differences;
- To treat each other in a friendly way;
- To tell an adult if they, or another child, are being bullied;
- To do as asked by adults in the school;
- To contribute their views on how the school can be improved (eg. through School Council).

Staff responsibilities

- To treat all children fairly, equally and with respect;
- To ensure children are aware of their rights and responsibilities and provide clear rules and routines for pupils;
- To create a safe and pleasant environment for learning;
- To provide a curriculum that is accessible and interesting;
- To recognise that each child has individual needs;
- To enable each child to achieve his or her best;
- To address incidents of misbehaviour and support children to improve their behaviour;
- Creating a safe and stimulating school environment and providing a curriculum that enables all pupils to achieve their potential as learners;
- Treating all pupils with respect and model appropriate behaviour to pupils;
- Acting decisively and consistently when dealing with good or inappropriate behaviour;
- Remaining calm when dealing with inappropriate behaviour;
- Forming positive relationships with parents, informing them of expectations of behaviour.

The Senior Leadership Team is responsible for

- Ensuring that all members of the school community – pupils, staff, parents and visitors – are made aware of the school's behaviour policy;
- Ensuring the behaviour policy is implemented by all staff;
- Insisting that all staff members are consistent in their approach to behaviour management.

The Governing Body is responsible for

- Acquainting themselves with the school's behaviour management ethos;
- Ensuring the school has an up-to-date behaviour policy;
- Overseeing permanent exclusions.

Parents' responsibilities:

- To talk to children about what they have learnt, listen to what they have to say, encourage their interests and help with homework, and to praise the child for their efforts and achievements;
- To encourage children to sort out difficulties without hitting, fighting or swearing, and to contact the Head Teacher if there are concerns about bullying or other problems;
- To consult with teachers about any concerns they may have;

- To contribute their views and ideas, for example in response to questionnaires, to help improve the school's provision;
- Let the school know of any special circumstances that may affect their child's behaviour;
- Supporting the school's expectations of behaviour;
- Fostering a good relationship with the school.

Systems for supporting behaviour in the school:

Encouraging good behaviour

At Harry Gosling we encourage good behaviour in many ways. We have a set of Golden Rules, agreed with all staff, that cover general aspects of behaviour and focus on the positive. These rules are displayed in classrooms and are discussed in class and in assemblies. The Golden Rules form the basis for expectations of standards of behaviour at Harry Gosling.

The Golden Rules

- Be gentle, kind and helpful
- Work hard
- Look after property
- Listen to people
- Be honest

We have four 'School Values': ***Teamwork, Excellence, Responsibility and Equality***. These are a focus of weekly assemblies and referred to in class throughout the week.

We have four 'House Teams' – ***Ben Nevis, Snowdon, Kilimanjaro and Everest***. Positive behaviour is rewarded throughout the school by awarding 'house points', which are collected and recorded by house captains. This encourages a sense of wider and collective responsibility and rewards are given to the winning team for each term.

Each class teacher ensures that their class has an agreed set of 'Class Rules', created by the children and adults in the class and tailored to the needs of that class. These are displayed clearly in each classroom.

Giving praise is done thoughtfully, so as to be effective. At Harry Gosling we:

- Smile and look for opportunities to praise pupils, using descriptive praise;
- Send pupils to show other adults or pupils their achievements and let them hear us talking positively about them to others;

Good behaviour is rewarded with House Points, marbles in the jar, stickers, certificates and sending children to the Head Teacher for a 'Shining Star'. This is recorded in the Shining Stars book and celebrated with the whole school in 'Shining Stars Assembly' at the end of each half term.

We have well-organised lunchtime provision as when children are actively involved in fun activities there are fewer behaviour problems. Measures put in place to support this include:

- Use of the Playpod – with well trained staff and clearly displayed rules;
- A variety of sports, clubs and games, organised on a rota system;
- A system of 'Peer Mediators' so the children can work together on positive playtimes without the need for adult intervention;
- Regular meetings with Midday Meals Supervisors to support their effective management of lunchtime.

- **Managing inappropriate behaviour**

We believe that acknowledging a pupil's feelings and making them feel cared for means they are less likely to seek attention inappropriately. At Harry Gosling we:

- Always remain calm and objective;
- Empower pupils to sort out disputes for themselves, providing scripts so they can problem-solve independently where possible;
- Anticipate poor behaviour and try to prevent it from occurring;
- Make the distinction between the behaviour and the pupil, eg. saying '*that was a silly thing to do*' rather than '*you are silly*'.
- Try to ascertain the root cause of the problem and talk to the pupils individually without an audience;
- Communicate empathy by reflecting their viewpoint back so as to defuse the situation;
- Discuss the consequences of their actions and give pupils choices. Help them to realise that they have responsibility for their behaviour and can bring about a change;
- Avoid nagging and lecturing, as it feeds pupils who are hungry for adult attention;
- Apologise when we make mistakes.

Early Years Foundation Stage

Challenging behaviour at this age is often connected with distress, not understanding routines or lack of experience of a school setting. The following strategies are therefore based on being positive as well as supportive and ensuring safety. At Harry Gosling we:

- Offer appropriate activities to match the needs of pupils, providing a choice of experiences;
- Model and encourage positive behaviour;
- Ensure there is space and time for pupils to calm down and a space to sit for 'time-out' and use a 'thinking chair';
- Form positive relationships with parents and carers.

KS1 and 2

As the pupils get older, expectations for them taking responsibility for their behaviour and understanding the consequences increase. Our expectations of pupils are very high.

See our 'Agreed Behaviour Practices' document for more details of the system that is in place to monitor children's behaviour and sanction / reward as appropriate.

If there are pupils who have consistently found it difficult to manage their behaviour, it is important that information is passed on regarding triggers, successful strategies and past involvement of parents or outside agencies. Risk assessments and / or a 'Behaviour Support Plan' will be created where appropriate.

Restraint

Occasionally, if they are physically endangering themselves or others, pupils may need to be restrained. See our 'Physical Intervention Policy' for more information.

Exclusion

Where the school cannot guarantee the safety of children or adults as a result of a pupil's behaviour, exclusion from school may be required. Exclusion can take one of three forms:

- Internal exclusion (where a child works outside of their classroom);
- Fixed-term exclusion (exclusion from school for an agreed period of time);
- Permanent exclusion.

Acts of serious physical aggression and the use of racist or homophobic language in school will result in exclusion.

Exclusions are always discussed with parents and carers. Upon their return to school (if the exclusion was Internal or Fixed-term) the pupil and their family will meet with a member of the Senior Leadership Team to ensure that their return to school is well supported and that expectations are clear.

Fixed-term and Permanent exclusions are reported to the Local Authority and are carried out in line with the LBTH policy. Internal exclusions are carried out on an informal basis and managed within school.

Working with outside agencies

At Harry Gosling we fund weekly support from a specialist behaviour advisor (Susan Head) to work with pupils who need extra support with their behaviour. This can take place on a 1:1 basis, a small group or in class. She can give support and advice to parents and staff regarding strategies to support the children. She can also provide behaviour assessments to explore behaviour needs more fully and make recommendations for future referrals where necessary.

The school can also make referrals to CAMHS, Cherry Trees Outreach Team, The Behaviour Support Team and the Educational Psychologist, as appropriate.