



Well-being and achievement are at the heart of Grouville School so that we can all develop as Life Long Learners and take responsibility for ourselves and the community.



As a Rights Respecting School our philosophy is underpinned by the values and principles of the United Nation's Convention on the Rights of the Child (UNCRC).

Article 3: everyone who works with children should always do what is best for each child.

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BEHAVIOUR POLICY

Context

At Grouville School we promote a high standard of behaviour and our values are built on a mutual trust and respect for all. This policy aims to support our school community by enabling everyone to work together in an effective and considerate way. We are an inclusive school and we aim to meet the needs of a range of children.

Children and adults are expected to be polite and to show respect for one another and for property, to be self disciplined and to act in a safe and responsible manner. They are encouraged to take responsibility for their own actions by understanding that they have choices about the way they behave.

We try not to have many rules. Those that we do have are based on the principles that teachers have the right to teach, children have the right to learn and that all children can behave well in order that all members of the school community can be successful learners. All classes begin the year by agreeing a Class Charter which is created by the children. They discuss and agree what they want their classroom to be like and their responsibility within it. This forms the basis for in class behaviour management.

Each week the Senior Management Team meets to discuss and monitor the well-being and the behaviour of the children. All staff can feed into this by sharing any concerns about children which are then passed on and fed into management notes. Management notes are then shared with all staff.

We place a strong emphasis on the positive reinforcement of good behaviour through praise. Children's confidence and self-esteem are developed through encouragement, recognition and acknowledgement.

We celebrate all achievements, academic or other, from inside and out of school, in order to foster a sense of pride in our school community.

We will not tolerate bullying of any kind. See Counter Bullying policy.

Aims of this policy

- to develop a moral framework within which initiative, responsibility and positive relationships can flourish;
- to enable children to develop a sense of worth and a respect and tolerance for others;
- to produce an environment in which children feel safe, secure and respected;
- to encourage children to have high expectations of their own behaviour;
- to ensure a consistent approach to behaviour throughout the school.
- to ensure that all children have access to their learning

Objectives of this policy

For children to show:

- self-assurance
- self-control
- respect and tolerance for others
- pride in their achievements
- good listening skills
- an interest in their activities
- empathy with other's feelings

For children to develop:

- responsibility for their learning and their environment
- an independence of mind and self esteem
- a sense of fairness
- the ability to think about their behaviour and to learn that actions have consequences
- self-control and to be able to say sorry and mean it
- an understanding of the need for rules to live by
- respect and tolerance for other's ways of life and different opinions
- the ability to accept criticism
- non-racist or non-sexist attitudes
- a persistent approach to tasks
- the tools to respond appropriately to bullying and abuse

For staff:

- to model the above objectives
- to have a consistent approach to behaviour management throughout the school;
- to be supported by clear guidelines as to how to manage challenging behaviour in the school.

Implementation

Staff will:

- treat all children fairly, irrespective of gender, race or religion – relationships are vital;
- recognise and value each child as an individual;
- listen to the children to hear their point of view;
- play an active part in building up an ethos of community and apply the agreed standards of behaviour consistently;
- have a responsibility to model the type of behaviour that is appropriate and acceptable;
- be alert to signs of bullying or racial harassment and deal firmly and fairly with such problems inline with school policy;
- record any incident that causes concern and alert a member of the Leadership team;
- deal sensitively with children in distress, listen to them and deal with any incident appropriately;
- maintain good classroom management and ensure the environment is safe;
- establish good order and recognise that it has to be worked at, it does not simply happen;
- see each day as a fresh start;
- provide a challenging, interesting and relevant curriculum;
- form good relationships with parents so that all children can see that key adults in their lives share a common goal;
- develop a class charter with children at the beginning of the year so that there is agreement in expectations of behaviour and attitude;
- accept that problems are normal where children are learning and testing the boundaries of acceptable behaviour;

- be pro-active in managing behaviour throughout the school and act appropriately when misbehaviour is noticed.

Children will:

- treat others as they would like to be treated, i.e. fairly and with tolerance and respect for other's views and rights;
- accept responsibility for their own choices and actions;
- do their best to contribute to a positive learning environment, and allow others to do the same;
- join in lessons to the best of their ability by listening carefully, answering and asking questions and by actively taking part in activities;
- take care of property and the environment in and out of school.

Rewarding good behaviour

Rewards for good behaviour include:

- praise from staff and peers
- individual rewards which contribute to class rewards to develop a sense of community
- sharing good work/behaviour in assembly
- certificates
- the use of awards – individual staff to award points, merits or stickers and do so at their own discretion
- informing parents verbally/by letter
- showing good work to the Head teacher or Deputy Head teacher
- being awarded a coloured bead

Year 6 pupils may be awarded 'citizen status' to reward consistent effort, attitude and contribution to school life. A special badge will be awarded in whole school assembly in recognition of their achievement. Year 6 Citizens are expected to set an example to others. It is hoped that all Year 6 pupils will achieve 'Citizen status'. Citizen status may also be withdrawn by the class teacher for a breach of the behaviour policy.

Sanctions

Pupils have the right to expect fair and consistently applied sanctions for poor behaviour. When children's behaviour falls below an acceptable standard, a range of sanctions may be used.

A firm reprimand from a member of staff is expected to be sufficient to correct most behaviour. However, if this fails to correct the behaviour of a child the following procedures may be adopted:

- verbal correction of low level behaviour – e.g. being noisy in the hall/running in the corridor
- non-verbal reprimand, e.g. a warning look
- verbal reprimand which may result in the child writing a letter of apology
- time out
- completing/repeating work at playtime (if the child has not done their best)
- loss of privileges
- loss of playtime
- removal to a small group at playtime
- being moved to place nearer the teacher or sitting on their own if they are not listening
- taken to the Head teacher, Deputy Head teacher or member of the Senior Management Team. They will make the decision as to whether parents should be contacted. A record of any meeting with a parent will be kept.
- exclusion from the right to represent the school (this sanction is only used rarely)

- exclusion from school. Exclusions are very serious and we hope to avoid them by home and school working together

In the playground:

- a verbal /non-verbal reprimand
- time out by sitting out on a bench
- removal from the playground/field

Teachers spend time working with children to develop their conflict resolution strategies. After 'an incident' in the playground teachers will discuss with the child/children how they should have behaved and what they should have done. If the incident has resulted from a game that went wrong they may go through the rules or suggest other games that could be played. We recognise that managing behaviour in a busy playground is not easy for some children and that they need support to cope and make right decisions. Playtimes provide the opportunity to learn and implement behaviour strategies.

Lunchtime

Lunchtime Supervisors have a key role in supporting the behaviour of children. They will record positive behaviour of individual children and this is shared and celebrated in whole School assembly once a month. They will also record inappropriate individual behaviour and where necessary this is followed up with the class teacher.

Children with Special Needs

A small number of children have additional and different needs. These children need specific responses identified through Individual Behaviour Plans (see below). All staff are made aware of these children and their roles within Behaviour management for these children, is clearly defined. This differentiated approach will include clear targets, rewards and sanctions that are specific to the needs of the individual child. The child may need adult support to achieve their targets.

Individual Behaviour Plans

For those children who find it difficult to manage and regulate their own behaviour a Behaviour Plan will be put into place.

This will include: an analysis of an individual incident or a number of incidents so that where possible we can recognise the triggers; a Behaviour cycle to high-light the baseline behaviours, triggers, behaviours at crisis point and the calming techniques that work for that particular child; and a record of frequency or intensity of behaviour. This Behaviour Plan will be put together and agreed by the class teacher, ENCO and any adults working with the child. (See Appendices) For some children this will involve being supported by a key worker who will help them manage their behaviour throughout the day. Where children find it difficult to manage their behaviour in large groups e.g. at playtime, special arrangements are made for separate playtimes.

Positive Handling

Whenever it is clear that a child is having difficulty managing their behaviour, we try to de-escalate the behaviour by observing the child and looking for the 'triggers' so that we can develop and put in place a range of strategies.

Staff only intervene physically to restrain a child if:

- it is to prevent injury to another child
- a child is in danger of hurting him/herself
- it is to prevent injury to a member of staff. If such an incident occurs the child will be guided by an adult to a 'safe place'. This may involve 'holding firmly' (a hold which will not hurt). Once the child is in the 'safe place' the adult will stand nearby until the child is calm enough to approach.

Time will be given to talk about what has happened.

The adult will talk to the child in a calm voice to find out:

- what lead up to the behaviour
- the behaviour
- how to make it better the next time

The incident will be recorded and parents informed.

Staff are asked to record any incidents about a child hitting an adult in a Log Book which is kept in the Headteacher's office.

Additional Support

We also offer additional support through 1:1 sessions with a TA who has the relevant qualification and with the agreement of parents can offer support from a trained counsellor, the Education Welfare officer or the Educational Psychologist.

Parents

We work closely with parents so that children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning and to co-operate with us. We try to build a supportive dialogue between home and school and we inform parents if we have concerns about their child's welfare or behaviour.

As part of our behaviour policy we recognise that parents should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern then parents will be contacted and the matter discussed.

It is our job to deal with incidents that arise in school. We ask parents not to intervene with another child's parents or with another child but to report the matter to us in school.

See Appendix 1 for helpful tips for parents.



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11 ways for parents to help us implement our Behaviour policy, copies of which are available in the Entrance Hall.

1. Let your child know the standard of behaviour you expect and how hard you expect them to work.
2. Encourage your child to talk to staff when they are faced with a behaviour issue. Do not tell your child to deal with disputes by hitting back. We are committed to showing children other ways of sorting out their difficulties, and mixed messages lead to confusion for the children.
3. Make sure your child takes responsibility for their behaviour inline with our expectations when they are with you in school or on an outing.
4. Make sure your child gets a good night's sleep on school nights. It really helps with concentration and good temper. Monitor TV watching and computer games. Try and have the hour before bed as 'screen free' to aid restful sleep.
5. Help your child to feel successful by getting them off to a good start each day - on time and with everything they need for the school day.
6. Look out for and read the newsletter and other letters that come home from school so that you can talk to your child about what is going on.
7. Talk with a member of staff if you are worried by anything your child tells you about school before it becomes a problem. Children need your trust and understanding. Listen to your child, trust your child... but bear in mind they will give you their 'version' of the story. In school we aim to get all versions of the story so that we can develop the big picture, and get to the root of any issues.
8. Try not to react to every little upset so that your child learns to get things in proportion and how to cope for themselves.
9. It is our job to deal with incidents that arise in school. We ask parents not to intervene with another child's parents or with another child but to report the matter to us in school.
10. Be positive with your child and praise them for the good things they do at school.
11. Please support us with matters of discipline. Home and school need to work together to ensure that children have high expectations of their own behaviour, and this starts by us all having high expectations for them.



APPENDIX 2

Record of meeting with a parent regarding a behaviour/bullying issue.

Name of child:

Parents attending:

Staff attending:

Date of meeting:

Discussion points:

Actions:

Signed:

Date: