



Grouville School Behaviour Policy 2018



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

UNRC Article 19: You should not be harmed and should be looked after and kept safe.

UNRC Article 37: if you do the wrong thing, you have a right to be treated fairly.

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 foster 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.

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 all children.

Children and adults are expected to be polite and to show respect and tolerance 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 and children have the right to learn. All classes begin the year by agreeing a Class Charter (underpinned by the UNRC), which is created by the children. This forms the basis for in class behaviour management.

Each week the Senior Leadership Team meets to discuss and monitor the well-being and the behaviour of the children. Key information is shared with all staff.

We place a strong emphasis on the positive reinforcement of good behaviour. 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.

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.

Staff role is to:

- Develop a positive learning environment and 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;
- be a positive role model and be pro-active in managing behaviour throughout the school.
- be alert to signs of bullying, racial or sexual harassment and deal firmly and fairly with such problems in line with school policy;
- record behaviour incidents on SIMS and share significant concerns with the Leadership team;
- ensure that needs of learners are met.
- work in partnership with parents.
- develop a class charter with children at the beginning of the year so that there is agreement in expectations of behaviour and attitude;

Children will:

- learn to treat others with tolerance and respect;
- 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
- showing good work to the Head teacher, Deputy Head teacher or Leadership Team
- being awarded a coloured bead

Year 6 pupils may be awarded a 'citizen badge' to reward consistent effort, attitude and contribution to school life. 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. It is not fair to issue blanket sanctions. When children's behaviour falls below an acceptable standard, a range of sanctions may be used:

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- 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
- supervised time out
- completing/repeating work at playtime
- loss of privileges
- loss of playtime
- being moved to place where they can concentrate
- sent to the Head teacher, Deputy Head teacher or member of the Senior Leadership 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 will only be used in extreme circumstances.
- removal from the playground/field at playtimes.

Staff spend time working with children to develop their conflict resolution strategies. They listen to children and help them to reflect on their actions and to resolve issues. 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 Supervisors support children and record inappropriate individual behaviour and inform the class teacher.

Children with Special Needs

All staff are aware of children with individual behaviour plans. These consistency plans identify triggers, behaviours at crisis point and the calming techniques that work for that particular child. Information is shared so there is a consistent approach that meets the needs of the child. The child may need adult support within the classroom or playground. The Nest is available to support children during playtimes and lunchtimes.

Teaching staff have been MAYBO trained and 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'. Once the child is in the 'safe place' the adult will stay nearby to ensure the child is safe.

Once children have de-escalated, time will be given to talk about what has happened.

The incident will be recorded and parents informed when required.

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If a child has physically hurt an adult, they need to complete the relevant form and give it to the Headteacher. This will be recorded electronically on SIMS - under Behaviour and recorded on the Physical Assaults Against Staff/ Pupils Log.

Additional Support

We also offer additional well-being support through 1:1 sessions with an ELSA trained TA and with the agreement of parents we 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 come in and discuss any concerns that they may have. 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.

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.

Monitoring and Review

This policy will be reviewed by the Senior Leadership Team annually.

Updated by Nichola Turner - July 2018

To be reviewed July 2019

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APPENDIX 1

BEHAVIOUR POLICY TIPS FOR PARENTS

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

A UNCRC Article 19: You should not be harmed and should be looked after and kept safe.

UNCRC Article 37: If you do the wrong thing, you have a right to be treated fairly.

Please support us by ...

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 including breakfast.
6. Look out for and read communications 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 (including on social media) 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. 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.

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APPENDIX 2

Record of a conversation with a parent.

Name of child: _____ Parents attending: _____

Staff attending: _____ Date of meeting: _____

Discussion points:

Actions:

Signed: _____ Date: _____

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