

GOODRICH COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

PROMOTING POSITIVE BEHAVIOUR FOR LEARNING

HIGH STANDARDS FOR ALL

What do we mean by good behaviour?

By 'behaviour' we mean the things we say and we do. We recognise that children learn by example. We aim to provide children with a positive image of harmonious relations and courtesy between all the adults and children who work in and for Goodrich School.

In our school we believe in setting good examples and in having high expectations. Our high expectations of behaviour apply to all children when they are in school, on educational visits or visiting places on behalf of the school.

All adults working with Goodrich children have a responsibility for behaviour. Children also have a responsibility to behave well and the right to expect others to behave well towards them.

Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

It is our belief that behaviour is learnt, we aim to teach children how to behave well and how to be considerate and self-disciplined individuals.

Our expectations of Goodrich children

We expect children to:

- Learn well and to the best of their ability
- Support the learning of other children by behaving well
- Help others to learn
- Use time and resources carefully and wisely
- Talk to everyone in a polite and courteous way
- Listen to everyone carefully and try to see each other's point of view
- Show respect for others and their personal space
- Be tolerant of and respect each other's culture and background and differences
- Be a good role model for others
- Accept responsibility for their own behaviour; acknowledge the impact of their action(s) and make an effort to 'put things right'
- Try to resolve disagreements and arguments themselves before referring to an adult for help
- Be patient with others
- Behave in a safe way
- Respect their own and each other's property and personal belongings
- Respond appropriately to teaching and support staff and parents/volunteers working in the school and on school visits
- Look after the school building and equipment
- Share resources and responsibilities
- Arrive in school on time each day

How do we promote good behaviour?

Our approach to good behaviour at Goodrich School is based upon the understanding that positive actions are more effective than negative ones. Therefore in our school we use the following methods of helping children to learn recognise and adopt behaviour that is positive and rewarding.

Positive 'behaviour for learning' recognition system

We have a clear and accessible system for promoting positive behaviour at Goodrich. The scheme is delivered by splitting each day into 4 sessions (before playtime, after playtime, and two sessions after lunchtime). Points are issued for each session: a total potential of 4 points per day; a total potential of 20 points per week. Each pupil has the potential to earn 1 point per session. For the purpose of this scheme the first day of week becomes Friday; points are totalled up on Thursday. On Friday pupils who have earned the most points in each class will be the first to choose an activity on Friday afternoon. Teachers across the year group will provide different activities which will last for 45 minutes. Children who earn 10 points or less will be sent to a central point in the school where they can complete work that they missed during the week. This approach will support children to develop a greater sense of responsibility and provide them with an experience of recognition. At Goodrich we recognise that children have an inherent desire to belong to a group and through this approach we hope that we will create a group whose identity is determined by positive behaviour for learning.

Frequent use of praise

All teaching and support staff are committed to recognising and promoting good behaviour. This involves noticing it, commenting upon it, sharing it with others.

'Look how well (name the child) is putting the things away.'

'Well done (name of child) for lining up so quietly and sensibly.'

'Thank you (name of child) for saying excuse me and for not pushing past.'

'Well done year? – you are still listening so carefully today.'

Staff will refer children who are behaving or learning well to other adults in school for them to reinforce the praise that is being given.

Teaching children about good behaviour

Through our P.H.S.E. curriculum children are frequently involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving. We support children to become caring, contributing and conscientious members of our local community. We teach children about independence and about our dependence upon each other and how important it is to recognise their rights, their responsibilities and their relationships with the wider world.

We help children to:

- Recognise right and wrong
- Follow good examples
- Share and take turns
- Learn and play co-operatively
- Use resources wisely and carefully
- Help others
- Know when to report problems to adults who can help

Talking it through

In Goodrich School we talk with children either individually, in a group or as a whole class about concerns about behaviour. The class will engage in discussion about types of behaviour which are causing difficulty for an individual child or group of children. The teacher uses this time to teach children specific strategies for problem solving and managing conflict.

These include:

- Taking turns at speaking
- Learning how to listen to other people's views
- Caring for the self-esteem of all group members
- Knowing the difference between 'telling tales' and 'reporting concerns'
- How to make it safe for all children to be able to express their views
- Learning how to identify specific incidents and complaints
- Learning how to draw generalisations
- Identifying possible solutions
- Ensuring equality of opportunity and equality of access (to attention, equipment, support)
- Using the strengths and support of the group to help solve a problem and to monitor how the solution is working

Raising self-esteem

Children whose behaviour distracts them or others from their listening are often unhappy, may feel insecure and have low self-esteem. In Goodrich School we aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Recognising and using individual strengths, abilities and skills
- Avoiding stereotypes and stereotyping
- Having high expectations of each child
- Making time to relax with and listen to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty
- Making sure all children are well cared for, safe and secure in school
- Confronting hurtful remarks and reaffirming that the remarks are not valid
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising if we make mistakes
- Planning group and class activities designed to promote self-esteem

Building a partnership with families

We recognise that when a child's family and school agree and work together the child is more able to behave well because the child is receiving consistent and supportive messages.

We aim to build a partnership with parents and carers by:

- Regular communications with families about each child's learning, behaviour and well being
- Regular opportunities to meet and share ideas
- Informing families if difficulties arise
- Encouraging families to keep teachers informed of any difficulties that may arise for the child
- Dealing with difficulties and problems in a confidential, professional and open-minded way
- Letting families know about school policies, arrangements and practices
- Encouraging parents and carers to trust the school to deal appropriately and sensitively with difficulties that may arise

This includes for example:

- Staff changes
- Playtime arrangements
- Lunchtime arrangements
- Learning planned for each class
- Aspects of school life under review and development
- Working with agencies such as, the educational psychologist, therapists or the school nursing service, to support parents and carers in meeting individual children's needs
- Providing opportunities for families and staff to meet and exchange views. This includes parent teacher appointments and curriculum evenings
- Providing opportunities for families and staff to meet at social events

What kind of behaviour is not acceptable?

1. Ridicule, name calling or verbal abuse of any kind but especially sexist, racist, homophobic, religious or ability/disability name-calling
2. Deliberate acts of aggression
3. Bullying (threatening, picking on, excluding or intimidating another person)
4. Stealing or destroying property
5. Swearing or using offensive and insulting language
6. Leaving the school building, learning area or grounds without permission
7. Stopping others from learning or interfering with others' learning
8. Refusing to follow a reasonable instruction
9. Arriving late or missing school without a good reason
10. Telling lies or being untruthful

If a child's behaviour is proving to be a problem for themselves and for others we will take measures to observe and record the behaviour patterns in order to have an accurate and realistic picture of the problem.

This will help to identify the reason for the behaviour and possible solutions.

What kind of rewards do we use in Goodrich School?

Praise

Children who behave well and appropriately are praised. At Goodrich School we believe that praise is the most powerful tool in maintaining high standards of behaviour. Praise is freely given and is targeted to actions. The praise is given in a number of forms for example:

- Verbal
- Written
- Friendly word or gesture
- Referral to another adult
- Entry in the praise book and praise assemblies
- Shared with families

Golden Tickets

All adults who work in classrooms around the school have the option to send children to the Deputy/Assistant Head Teacher's office to receive a *Golden Ticket*. The tickets are issued to children who have completed an outstanding piece of work. The Deputy or Assistant Heads record each child's name, and celebrate each child's accomplishment they also issue a Deputy/Assistant Head Teacher sticker. On the third occasion that the child is issued with a *Golden Ticket* the child also receives a badge. This system of recognising children's individual efforts to improve and succeed is valued by the children, who take great pride in returning home with a sticker or badge, which visibly identifies the accolade that they have received.

Goodrich Gold Book "Roll of Honour"

Each half term two children from each class are nominated for the Gold Book. One of the nominations is made by the children in each class who vote democratically, in a secret ballot. The other nomination is submitted by the class teacher. The nominated children's names are written in the Gold Book. The Gold Book is kept in the reception area of the school so that all visitors can read the names of children who have been entered. The parents/guardians of nominated children also receive a letter celebrating their child's success.

These nominations allow peer groups and teachers to value and recognise positive behaviour for learning.

Informing families

We aim to communicate good news!

We will send home a message if a child has been particularly well behaved at school. This may be a verbal message, written entry in the child's reading response diary or sometimes a note or phone call.

Celebration Assembly

Each Friday KS1 and KS2 gather together for weekly 'Celebration Assemblies'. Two children from each class are nominated, usually by their class teacher, to receive a Celebration Certificate. Teachers write a short statement specifying why each child has been nominated. These statements are read to all of the children in the assembly halls as the nominated children are identified and asked to stand. The children are applauded and at the end of the day they take their certificates home to share their achievement with their families. This helps us to celebrate individual progress and attainment and to reinforce ritualistically that we are a school that celebrates achievement.

What kind of sanctions do we use in Goodrich School?

When necessary we use the following sanctions:

- Verbal reprimand and request for or reminder of appropriate behaviour
- Withdraw from a group or the room for reflection for a few minutes
- Withdrawal from the class for a longer period of time
- Referral to another member of staff or to a senior member of staff
- Writing a letter of apology or making restoration (putting things right)
- Loss of playtime
- Asking the child to make up for wasted time (e.g. finishing learning at playtime or at home)
- Letter or phone call to parent or carer

Red and Yellow Slips

Red and yellow slips are used by all members of staff who work directly with children, to identify disruptive behaviours. We have developed a list of behaviours which we have categorised to define degrees of seriousness. Adults can refer to this list to ascertain the agreed course of action to take in response. Most behaviour issues will be managed by Classroom Teachers. More serious behaviour will be managed by, in order: Phase Leaders; Assistant or Deputy Head Teacher; Head Teacher.

Yellow slips are used to record moderate behavioural issues and red slips are used to record serious behavioural issues. When the slips are completed and the behaviour has been addressed by the correct adult the slips are sent to the Phase Leader. The Phase Leader files and monitors the quantity and regularity of slips being issued to individual children. This collection and analysis of this data allows us to identify patterns of behaviour. This may lead to specific informed interventions, meetings with parents or to the identification of training needs within our staff team.

This system has been designed to help us to identify children who are regularly displaying behaviours which inhibit their learning. We believe that by monitoring children and tracking their progress that we will become more effective at improving behaviour for learning across the school.

Exclusion

Very rarely it may be necessary to exclude a child.

Exclusion from school may be:

- a. For a lunchtime only
- b. For a fixed period (e.g. 3 days)
- c. For an indefinite period
- d. Permanent

Parents are always notified of the reason for the length of an exclusion and have the right to appeal against an exclusion to the Governing Body.

The Head Teacher is responsible for decisions regarding exclusion from school.

A child who has been excluded for a period will be brought into school by their parent/carer to attend a return from exclusion meeting with a member of the Senior Leadership Team. The child will then be permitted to re-join the class.

Physical restraint

We only use physical restraint if it is necessary to hold children to stop them hurting themselves or others. We have a de-escalation and physical restraint policy, please ask for or email the school office if you would like a copy.

What if your child's behaviour causes serious concern?

Children at Goodrich School behave well and relationships are good. However we do recognise that for some children good behaviour is a problem and impacts on their own and others learning, safety and well-being. For these children we may need to adopt a specific course of action to help the child learn how to behave appropriately.

This may include:

- Full involvement of the family in order that they are fully aware of the nature of the concern and are enabled to support the school
- Referral to the inclusion manager who will draw up an individual learning plan. This will identify specific targets for improvement and support to be provided by the school and home.
- 1:1 support by a teaching assistant
- Assessment by an Education Psychologist
- Referral to child and adolescent mental health services (CAMHS) or other external; professionals

We encourage classes to discuss and agree appropriate learning behaviour.

Golden Rules (Displayed in all classrooms)

1. Work hard every day to achieve your very best.
2. Give value to all that you do.
3. Help others to value all that they do.
4. Strive to be kind to everyone in our school.
5. Be honest.
6. Be trustworthy.
7. Be punctual.
8. Look after the school and everything in it.
9. Be courteous (say please, thank you and open doors for all)

Playground rules

1. Play safe, friendly games
2. Stay in sight of an adult
3. When the bell goes, stop playing, listen and calm down
4. Walk quietly to your classroom
5. If you fall out – try to make friends quickly
6. If you need help at playtime – ask a buddy or tell an adult on duty
7. Talk pleasantly to others
8. If there is trouble tell an adult
9. Follow the 3 rules of response to conflict: Use your words, Walk away, Tell an adult.

Inside the school rules

1. Walking quietly and sensibly inside the building
2. Ask permission to go to the toilet or to leave the classroom area
3. Come to school and leave school through the correct times each day
4. Wear your school uniform (safe, sensible clothes and shoes to school)
5. Leave jewellery at home except for watches and/or stud earrings
6. Children should not bring sweets or drinks other than water to school
7. Bring your P.E. kit to school
8. Take care of your own property and the property of others
9. Report problems to an adult
10. Clear up after yourself, keep shared areas tidy

Anti-bullying statement, procedures and reporting

Our commitment

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable in our schools. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively. We believe that ignoring bullying is wrong.

As part of our rights and responsibilities in Goodrich School everyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and to report it.

Defining

At Goodrich School we define bullying as any or all of the following:

- A repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people
- Verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves.

What kind of behaviour constitutes bullying behaviour?

- Hitting, kicking, pushing, threatening
- Nudging, whispering, sniggering, facial expressions, gestures
- Making someone do something they don't want to do
- Preventing someone from doing something they want to do
- Putting someone down (belittling or embarrassing or humiliating)
- Being domineering or controlling (bossy)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family
- Making sexist or sexually abusive comments
- Using homophobic language as insults, putting people down on the basis of sexuality of family members
- Online or cyber bullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

What kind of behaviour is not bullying?

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which is received in good spirit
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone, not inviting someone to your party
- A disagreement or fight between two people of equal strength or qualities

Recognising

We recognise that when bullying takes place some or all of the following features may be present:

- It is constant, frequent or repetitive
- It is deliberate
- It is often accompanied by a threat not to tell
- It is not always obvious who the bully is or might be
- It can be a group of people, sometimes led by a bully
- It is often focused on individual differences (skin colour, size, ability, home circumstances)
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing)
- It is often subtle and not easily detected by adults who could respond
- The bully is usually seen to be more powerful or empowered than the receiver (either by being stronger or bigger or older or cleverer or by belonging to a majority group)

Above all, at Goodrich School we define bullying by how a person who is bullied feels, rather than what a bully does.

In our school the person who feels bullied will be called '*the receiver*' and the person who is bullying will be called '*the bully*'.

Children are encouraged to 'support and report' – if you know someone has been bullied support them, but also report the incident or knowledge to an adult.

Taking action

We will ensure that all incidents are dealt with fairly and consistently.

In all incidents of bullying we will:

- Gather as much information as possible straight away from the receiver and any possible witnesses
- Report the incident to the class teacher(s), Assistant/Deputy Head Teacher and/or senior leader
- Ensure that an investigation begins within two working days
- Record exactly what has happened and make careful notes on each stage of the investigation
- Use a proforma for recording incidents
- Make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive
- Contact parents of the bully and the receiver in order to enlist their support
- Enlist peer support by explaining to the whole class what has happened and what they can do to help
- Explain the consequences of the incident(s) to all parties concerned

Responding

In all cases of bullying behaviour we will:

- Show that there is a united response, this is one of strong disapproval
- Reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour
- Implement strategies to help this change
- Involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)
- Register the bully on the school's learning support register for emotional and behavioural difficulty and begin *'in need of support'* procedures

When we know a child in school has been bullied we will:

- Respond quickly and praise the reporter
- Listen to and reassure the receiver
- Reaffirm, boost or repair their self-esteem
- Demonstrate our support by taking the matter seriously
- Negate what has been said or threatened
- Report the incident to the Assistant/Deputy Head Teacher and/or senior leader
- Create a network of support by informing friends of the receiver, child's parents/carers and class teacher(s)
- Teach or suggest ways the receiver might assert themselves or respond to future incidents
- Consider training or activities for the class/school (e.g. class discussion, drama, literature, assemblies) and buddies
- Report to the child's parents/carers and ask them to monitor and report

Bullying is not tolerated at Goodrich School and if a child or adult refuses to acknowledge their behaviour as bullying or refuses to realise the necessity to change that behaviour then a change of school or educational provision will be actioned by the Governing Body so that we can continue to provide a caring, friendly and safe environment for all at Goodrich School.

Monitoring

It is well recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- Have a post box so that children can anonymously report bullying
- Train a team of older children to act as mediators and supporters to children in the playground. Children willing to take on this role will be 'Buddies' and will be easily identified
- Ensure that the Assistant/Deputy Head Teacher and/or senior leader(s) always respond to phone calls or letters from parents concerning bullying behaviour
- Ensure that all staff are vigilant and investigate concerns and contribute to any log or record being maintained so that we have a full picture
- Ensure that all staff are kept informed about reported incidents and appropriate follow up procedures
- Give the governing body a termly report on the nature, scope and frequency of bullying incidents in Goodrich School in order to monitor and evaluate the effectiveness of this policy