

Garton on the Wolds CE Primary School Behaviour Policy 2021

Respect, Aspire, Achieve



Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we

enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

Philosophy

At Garton on the Wolds we endeavour to create a secure, caring and effective environment which values the individual child and promotes the Christian values of love, forgiveness and reconciliation which underpins all relationships in school. We offer and support a fresh start to any person and everyone is rewarded and praised for doing the right thing.

Pupils should have the opportunity within school to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. All children should be treated favourably and adjustments should be made in order for all pupils to take part in the activity.

The Governing Body and the staff believe this is best achieved in a school where clear rules are understood, where high expectations and demands are made and positive attitudes demonstrated.

Every opportunity should be taken to enhance self esteem by praising achievement and emphasising the positive rather than the negative aspect of a child's behaviour.

The Governing Body and staff firmly believe in the traditional values of courtesy and consideration for others which are promoted through an agreed whole school policy on good behaviour.

The policy should be understood by; governors, staff, parents, carers and pupils. It should always be applied in a fair and consistent way.

Behaviour Policy 2021

Aims

To sustain a caring school where;

- Everyone is valued, respected and safe, and where all pupils can learn and be taught successfully.
- Co-operation, mutual respect, self-esteem and self discipline are all encouraged.
- A sense of community with an atmosphere of stability, security and success prevails.
- High expectations of discipline are demanded and positive attitudes are demonstrated.
- Self confidence, knowledge and potential is fostered to enable each child to make a useful, rewarding and valued contribution to adult life.
- A consistent approach promotes good behaviour.
- The partnership between home and school extends the link with the wider community.
- To treat all children equally.

Expected Code of Conduct Around the School

Each September class teachers will guide the pupils in their class to create a set of positive rules for their classroom. The rules will also be promoted through the School Council. Classroom rules should be prominently displayed as soon as possible after their formulation.

The Good to be Green rules will be used across public areas of the school – these will be displayed in all areas.

Staff's Role to Reinforce the Agreed Rules

Teaching Staff

Good classroom management and organisation can help to promote positive behaviour.

So therefore teachers should:

- Promote Good to be Green in classrooms and throughout the school.
- Greet their class at the entrance of their classroom, on the playground or the outside door at the start of day.
- Walk out with their class at the end of day and be a presence on the playground, including PPA days.
- Be punctual when collecting children from the playground at the end of playtimes and lunch hours.
- Supervise children in cloakroom areas and when walking from one area of the school to another – either the teacher or the teaching assistant to be present in the cloakroom area at all times during busy periods.
- Provide well prepared and challenging lessons.
- Extend and motivate all pupils.
- Ensure the classroom is interactive, inspirational and a safe environment.
- Encourage children to move around the classroom and school in a calm manner.
- Give special attention to grouping pupils, considering ability, peer relationships and behaviour.
- Encourage pupils to talk to everyone in a socially acceptable way.
- Praise and reward polite and considerate behaviour.
- Establish classroom rules, routines and expectations early in the year.
- Use circle time and PSHE lessons actively to help pupils acquire positive behaviour skills including assertiveness and to discuss negative behaviour.
- Demonstrate Christian and British Values.
- Maintain confidentiality at all times

Non-Teaching Staff

Non-teaching staff have a fundamental role in promoting appropriate behaviour around the school, especially when the pupils are under their sole supervision.

So therefore non-teaching staff should:

- Promote Good to be Green in classrooms and throughout the school.
- Be punctual.
- Liaise before the lesson starts on what their role is within the lesson and organise their resources before the lesson commences.

- Be aware of the established classroom and public area rules.
- Encourage pupils to move around school in a calm manner.
- Encourage pupils to talk to everyone in a socially acceptable manner.
- Praise good behaviour.
- Encourage pupils to organise, look after and use equipment appropriately.
- Demonstrate Christian and British Values.
- Report any concerns to the class teacher so that procedures can be followed.
- Maintain confidentiality at all times.

Rewards Procedure

Our school believes that it is important to recognise and reward good behaviour.

The weekly Celebration Collective Worship will recognise and reward good behaviour and achievement across school.

The Good to be Green behaviour system rewards pupils in different ways:

- Pupils can gain stickers for their Good to be Green bookmarks if they demonstrate positive behaviour in and around the classroom/school.
- Privilege cards can be given by members of staff to pupils who have shown exceptional achievements and behaviour in school.
- Good to be Green postcards will be sent home, through the post, to the parents of children who have demonstrated excellent achievement and behaviour throughout the week.
- Half-termly Good to be Green Collective Worship assemblies to recognise those children who have remained 95% green throughout the half-term.

Class teachers can also implement their own reward systems within their classrooms. These may involve table points, writer of the week, politest person etc.

Individual children may have behaviour management plans where additional awards can be given.

Guidelines for Dealing with Inappropriate Behaviour

- Be assertive, referring the child back to the rule which has been broken.
- Be fair and consistent.
- Deal with poor behaviour calmly - do not shout or lose your temper.
- Listen to explanations and reasons from all children involved.
- Be positive and build relationships.
- Carry out the decisions you have made.
- Criticise the behaviour not the child.
- Use the sanctions procedure.
- Be inclusive

Do not

- Humiliate the child.
- Raise your voice.
- Over react.
- Be sarcastic.

Sanctions Procedure

These are applicable throughout the school day including during educational visits and extra-curricular activities. We follow the Good to be Green behaviour system throughout school – this system follows a stepped approach (see Appendix A) to dealing with inappropriate behaviour.

Step 1 – Child to be initially told by the member of staff that their behaviour is not appropriate – this should be linked to the school/class rules.

Step 2 - Child continues to behave inappropriately. A yellow card to be given and the child is to be instructed to put the card in their Good to be Green slot.

If the child's behaviour improves they can work themselves back to green within that session.

Step 3 - Child continues to behave inappropriately. Remind the child they are on a warning card and the next step will be a red card.

Step 4 - Child continues the behaviour. Red card given and consequence to be given the same day where possible (miss play). If the behaviour happens in the final session of the day, it is important that a consequence is still carried out the next day.

Class teacher to inform parents either on the playground or by phone.

Step 5 - Behaviour continues after a red card has been given. Member of the management team to be informed.

Class teachers will keep a log of children who have received yellow or red cards.

Behaviour Related Logs

For incidents of violence, abusive, racist, homophobic and anything of a sexual nature, an online incident form will be completed on CPOMS.(see Appendix B) will be completed by the member of staff involved.

Parents will be contacted and appropriate action taken.

Management will be informed. When a CPOMS behaviour log is created it will automatically alert members of SLT via e-mail.

Class Chronologies

For minor behaviour incidents, class teachers will start a class chronology (see Appendix C) for individual pupils. Where incidents become frequent, a member of the management team will be informed.

Foundation Stage Pupils

Foundation stage pupils are learning to mix, share and co-operate. Their first few terms at school are preparation for accepting and complying with the code of conduct. Consequently, it is not expected that children will receive behaviour related logs, unless there is no other option, until Year 1. Transgressions should be discussed with the child and, where appropriate, reported to the class teacher.

Special Needs for Behaviour Problems

Pupils whose behaviour does not improve following the above procedures should have an individual behaviour plan formulated. An analysis of the situations which lead up to the child's poor behaviour needs to be made in order that greater understanding can be achieved by all parties. It is of great importance to involve, and engage the support of, parents at this stage. The Headteacher, SENDCO, class teacher, parents and child, if appropriate, should work together to establish a small number of achievable behaviour targets which can be rewarded at home as well as school, if possible.

It may be necessary to review the needs of particular children with behaviour problems within an agreed timescale. (At least every six weeks to ensure consistency.)

Involvement of Outside Agencies

- ❖ Clinical psychologist – referral by G.P.
- ❖ Pupil Referral Service – give advice to school.
- ❖ Education Behaviour Service.
- ❖ Educational Psychologist – referral by the school.
- ❖ Educational Welfare Officer – liaises with parents in cases of unauthorised absence.
- ❖ Social Services – referral by the DSL or DDSL.
- ❖ Early Help and Safeguarding Hub.
- ❖ Inclusion

Exclusion

The decision to exclude a pupil will be taken in the following circumstances:

- (a) In response to a serious breach of the school's Behaviour Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether for an internal fixed term, external fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Continuing verbal abuse to staff and others
- Continuing verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on pupils
- Continuing indecent behaviour
- Deliberate and continuous damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Sexual abuse or assault
- Supplying an illegal drug
- Arson

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid the sanction of an exclusion in the future and working alongside parents. This might be accompanied by an internal exclusion.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 5 days in a school term or missing a public examination.

If a child has been excluded for a fixed period, school should set and mark work for the first 5 school days. If the exclusion is longer than 5 school days, the school must arrange suitable full-time education from the sixth school day, eg at a pupil referral unit.

Permanent exclusion means your child is expelled. Your local council must arrange full-time education from the sixth school day.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate, the parents and pupil. During this meeting a Pastoral Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Explore a placement at other settings to avoid exclusion.
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies.
- Allow the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

This policy will be reviewed annually as part of the School Improvement Planning process.

Policy Written By	Senior Leadership Team and Governing Body
Approved By Governors	October 2021
Review Date (Or before if necessary)	September 2022



It's Good to be Green – Behaviour Steps

5

Step 5

Behaviour continues after a red card has been given. Member of the management team to be informed.

4

Step 4

Child continues the behaviour. Red card given and consequence to be given (miss play).

Class teacher to inform parents.

**Consequence
Card**

3

Step 3

Child continues to behave inappropriately. Remind child they are on a warning card and the next step will be a red card.

2

Step 2

Child continues the behaviour. Warning card to be given.

If the child's behaviour improves they can work themselves back to green.

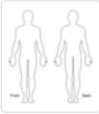
**Warning
Card**

1

Step 1

Child to be initially told that their behaviour is not appropriate – linked to the school/class rules.

Appendix B

Student	Begin typing a student's name
Incident	
Categories	☐ Attendance ☒ Behaviour Related Log ☐ Cause for Concern ☐ Child Contact ☐ Child Protection ☐ Contact with External Agency ☐ Home Issues/ Parenting Issues ☐ Medical Issues ☐ Parent Verbal & Aggressive Incidents ☐ Parental Contact ☐ Safeguarding ☐ SEND ☐ Team Teach Incident Behaviour Related Log Subcategories ☐ Aggression Towards Pupil/s ☐ Aggression Towards Staff ☐ Bad Language ☐ Cyber Bullying ☐ Homophobic Incident ☐ Racist Incident ☐ Self-Injurious Behaviour ☐ Sexualised Behaviour ☐ Stealing ☐ Verbal Bullying ☐ Violence
Linked student(s)	Begin typing a student's name Type a student's name to link them to this incident.
Maps	
Date/Time	29/08/2021 20:04
Status	Active
Assign to	Begin typing a staff member's name
Files	Click to browse or drag a file to upload
Alert Staff Members	Begin typing a staff member's name Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.
Agency Involved	

Appendix C



GARTON ON THE WOLDS C.E. (V.C.) SCHOOL

Station Road, Garton on the Wolds,
Drifffield, East Riding of Yorkshire, YO25 3EX
Tel. 01377 253110 E-mail: garton@eastriding.gov.uk
Website: www.gartonprimary.co.uk



Headteacher: Mr. J. Baxter

CLASS CHRONOLOGY

Name of Child: _____

Class: _____

DATE / TIME	Recorded By	Comments	Action