

Behaviour Policy February 2018

Goodnestone Church of England Primary School is an **'Inclusive learning community, rooted in God'** where Christian values are practised, respected and promoted. To fulfil our vision our school promotes the Christian values of wisdom, trust, hope, peace and friendship. We believe that these Christian values are fundamental to the learning journey of our pupils. Pupils learn about our Christian values and their roots in the Bible and the work of Christ.

Through the promotion of our Christian values the school develops pupils that are compassionate, considerate, empathetic, supporting, open-minded, patient, accepting, understanding, driven, purposeful, eager, successful, active, thoughtful, resilient, motivated, distinctive, confident, imaginative and creative.

This is because school's mission is to:

- Develop a love for learning within our pupils
- Develop our pupils' talents and widen their experiences
- Ensure that strong relationships are built between pupils and within the school and the wider community
- Develop spiritual awareness and encourage mutual respect, showing sensitivity to the differences between each other
- Ensure our pupils are able to contribute positively to modern life in Britain

All adults at Goodnestone Church of England Primary School have a shared responsibility to ensure the implementation of the behaviour policy. All adults recognise and reinforce good learning behaviours. All adults use our positive reinforcements and sequential sanctions to support effective classroom management. All adults support the development of learning behaviour through positive relationships throughout the school.

Goodnestone Church of England Primary School aims to achieve high expectations of behaviour by developing positive relationships and promoting learning behaviours in all pupils. We aim to achieve this through a whole school approach to promoting effective learning and providing pupils with systems that ensure containment and reciprocity. We encourage children to take risks with their learning, challenge themselves through their choice of activity, engage with the curriculum and take personal responsibility for their development. Our school focuses on learning and ensuring pupils are ready to learn. This caring environment provides:

- Encouragement
- Recognition
- Constructive feedback
- Equal opportunities
- Development of all pupils
- Attention to individual needs

Goodnestone Church of England Primary School has a School Charter which all pupils respect;

- **We explore, wonder, think, question, share and connect (Wisdom)**
- **We respect the culture, beliefs, opinions and values of others (Trust)**
- **We develop our talents (Hope)**
- **We know that we are all unique (Peace)**
- **We help each other (Friendship)**

Pupils' good learning behaviours are recognised through star points and certificates. Once a pupil has received 10 star points they will receive a star point certificate from the headteacher. Pupils can also receive headteacher stickers for good learning behaviours. During our weekly celebration assembly pupils also receive certificates recognising their achievements, which reflect the schools values, learning values and learning words.

The Leadership Team is responsible for the development of our school's policy. The school uses the curriculum to support the teaching of emotional development, with a focus on developing positive relationships within the school.

Goodnestone Church of England Primary School has a teaching and learning policy that sets an expectation of good and outstanding teaching in all lessons. This demonstrates the school's commitment to the achievement of all pupils. This can only be achieved through effective pupil learning behaviours and good classroom management skills. High expectations of manners and courtesy are set within the school.

To support classroom management the school has a clear system of sequential sanctions teachers can use to address inappropriate learning behaviours that might arise during a lesson. These sanctions are reinforced regularly and the first sanction is highlighted as the most important as pupils can change their behaviours immediately so they and others can learn effectively.

Sanction 1: The pupil is given a clear warning to change their behaviour at the moment it occurs

Sanction 2: If the behaviour continues the pupil will be asked to work in an individual space in the classroom

Sanction 3: If the behaviour continues the pupil will be asked to work out of the lesson with a member of the Senior Leadership Team

The school does not countenance the use of any verbal or physical aggression or the use of inappropriate language.

• **Pupils who use verbal or physical aggression will be internally excluded for the rest of the school day and their parents will be asked to collect them from the school office**

• **Pupils who use inappropriate language will be asked to tell their parents the language they have used in a phone call shortly after the incident**

Exclusions are used as a sanction in line with the guidance from the DfE and Kent LA. The additional sanctions would address extreme behaviours that require individual responses. This would include persistent disruptive behaviours or the refusal to follow Sanction 3.

Sanction A: Internal Exclusion, involving the pupil working in school but away from the class

Sanction B: Fixed Term Exclusion or Lunchtime Exclusion

Sanction C: Managed Move

Sanction D: Permanent Exclusion

Goodnestone Church of England Primary School is committed to developing an anti-bullying culture where bullying is not tolerated.

Our school ensures that pupils are aware that all bullying concerns are dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the behaviour policy. We ensure that all parents know who to contact if they are worried about bullying and know where to access independent advice about bullying. We report back to parents regarding their concerns on bullying and deal promptly with complaints.

Bullying is behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally. This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet. Bullying could happen to anyone and may include bullying related to race, religion or culture; bullying related to learning difficulties or disability; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked after children or otherwise related to home circumstances; sexist, sexual and transphobic bullying.

The children are encouraged to use the three 'STOPS' so that they know what to do about bullying.

Bullying is Several Times On Purpose

Children need to Start Telling Other People

We are all responsible in saying STOP to bullying

Pupils are encouraged to use the worry boxes in each classroom to raise any concerns with teachers. Pupils who bully will receive a sanction appropriate to the school's behaviour policy.

Additionally, the school will use a variety of techniques to resolve the issues between those who bully and those who have been bullied. The school uses collaborative problem solving to support pupils as described in the school's behaviour policy. This would include actively providing systematic opportunities to develop pupils' social and emotional skills, including their resilience.

Our school considers all opportunities for addressing bullying including through the curriculum, through displays, through peer support, home & school partnerships and through pupil voice. The school promotes STOP regularly in assemblies. We train all staff to identify bullying and follow school policy and procedures on bullying, including recording incidents of bullying. Goodnestone Church of England Primary School works with all parents and the local community to address issues beyond the school gates that give rise to bullying.

A small number of pupils need additional provision to ensure they develop good learning behaviours. We recognise these children need to be taught skills and understanding in order to learn good approaches to solving problems in situations which they find difficult.

All staff identify situations when these pupils are experiencing difficulty and log the difficulty and identifying skills or understanding the child needs to be taught. All staff, sometimes with the support of our school SENCo, then collaboratively problem solve these situations or problems with the pupil.

Collaborative problem solving has four stages, all of which are equally important. Collaborative problem solving is a proactive strategy that can be used once the child is calm. Collaborative problem solving could take place at an individual, group or class level.

Stage 1: Ensure the child is feeling contained and has reciprocity within the structured problem solving.

Stage 2: The child and the adult identify the problem they are experiencing within a situation. The problem for the adult and the child within a situation are very likely to be different and are equally respected. The child and adult should acknowledge the problems, thus ensuring the child takes responsibility for their behaviour in this situation.

Stage 3: The child and adult agree a mutually agreeable solution to the problem. The child is asked to suggest a solution first then the adult. If the child does not agree to a solution it is not a solution. If the adult does not agree to a solution it is not a solution. An adult might need to consider whether restorative elements are needed within a solution for some behaviour

Stage 4: The solution is taught, reinforced and monitored with the child

Our school actively creates safe spaces for vulnerable pupils. Pupils are supported at all playtimes by teaching assistants who lead play activities.

As part of the continuing professional development within the school staff are given training and support on promoting effective learning.

Goodnestone Church of England Primary School actively seeks support from different agencies when it requires additional advice to support collaborative problem solving strategies. The school uses early intervention through the common assessment framework, specialist teaching service, and outreach from specialist provisions or Educational Psychologists as required. The school's behaviour policy is shared with all agencies the school works with to ensure all stakeholders understand the school's collaborative problem solving approaches.

Goodnestone Church of England Primary School understands the central importance of good working relationships with parents to support all children and this is especially important when changing a pupil's approach to learning. The school holds fortnightly meetings for pupils and parents working within a Pastoral Support Plan to ensure the school and parents are working collaboratively. Some parents of children with special educational needs also engage with the school through termly structured conversations.

On transition into and out of our school vulnerable pupils are given extra support and guidance. This might take the form of familiarising the pupils with the expectations of their new school by forming a relationship with an adult, having additional visits or transition work with support staff. The school aims to acquire and share information that enables the planning of provision for a successful transition.

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and

whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Review date February 2019