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|  <p><i>First the blade, then the seed, then the full grain. Mark 4:28</i></p> | <p align="center">Gillamoor Church of England School</p> <p>Our rural and community focused school aims to enable everyone in our community to flourish through a focus on nurturing first the blade, then the ear, then the full grain (Mark 4:28); from the youngest child to the oldest member of the village. Inspirational learning through curiosity and commitment will encourage aspiration and the desire to be the best they can, in their work and through the respect, care and love they have for each other. Enabling a life lived in all its fullness.</p> <p align="center">Behaviour Management Policy</p> | <p>Date for Review</p> <p align="center">May 2022</p> |
| <p>Nurture Principles followed in school;</p> <ul style="list-style-type: none"> • Children’s learning is understood developmentally. • The classroom offers a safe base. • Nurture is important for the development of wellbeing. • Language is understood as a viral means of communication. • All behaviour is communication. • Transitions are significant in the lives of children. | | |
| <p>Our Behaviours for Learning;</p> <ul style="list-style-type: none"> • Help each other • Show independence • Be resilient and persevere • Take an active part in lessons • Show Active Listening • Complete your work | | |
| <p>Our School Values;</p> <ul style="list-style-type: none"> • Honesty • Love and Care • Respect | | |

Rationale

At Gillamoor CE school we believe that children thrive in a caring, secure environment where they are valued as individuals whilst caring for others within the school community. Through praise and encouragement, we aim to provide positive, consistent guidance for children as they develop self-awareness and responsibility for their own actions, creating secure foundations for future happiness and well-being. Christian principles of Respect and ‘treating others as we would wish to be treated’, are central to the ethos of our school.

Aims

Our school aims to

- Nurture our whole school community to be the best they can
- Provide equal opportunities for all pupils
- Provide teaching and learning of the highest quality
- Differentiate learning to take account of the needs of each individual
- Support pupils’ physical, mental, social, moral. Spiritual and cultural needs
- Keep all pupils safe from physical and emotional har,
- Provide a broad, balanced and rich curriculum that prepares pupils for modern life
- Enrich pupils’ learning through visits and experiences
- Embrace the community and make parents part of the school’s success
- Create a friendly, happy atmosphere where good behaviour is the norm and attitudes to learning are positive

- Achieve the best outcomes for all

Our school values (above) are an integral part of our school environment and are used as our reference point when referring to behaviour: **positive behaviour** follows some or all of our values and therefore is praised and promoted; **negative behaviour** is discouraged because it deviates from our values in such a way as to undermine our school values.

The pupils support and contribute to these values by making positive choices and behaving appropriately. However, as in many schools, there are times when individuals who, for a variety of complex reasons, have difficulty following the rules and present more challenging behaviour. Generally, at these times these pupils require a wide range of approaches to help support and nurture them in school. It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils, including those with social, emotional and behavioural difficulties.

Positive Behaviour and Rewards

Procedures

Positive attitudes and behaviour are encouraged and achieved by clear expectations, frequent acknowledgement of children's positive behaviour with reasonable disciplinary sanctions.

All staff will ensure that this policy is applied consistently and fairly in dealing with all pupils so as to promote personal responsibility towards each other and the whole school community. We do however; acknowledge that all children are unique individuals and that there will be occasions when different strategies will need to be employed, in order to achieve the most effective outcome.

Positive Behaviour Modelling

Positive attitudes and behaviour are encouraged and modelled by all school staff and we have created a number of regular learning opportunities where this behaviour is encouraged and fostered:

- Class/whole school discussion – where all children are given the opportunity to discuss, review and focus on various aspects of life in school
- Collective Worship time – children are encouraged to reflect on aspects of life from different cultures around the world as well as from our own culture and to ask What Would Jesus Do (WWJD)?
- Celebration Worship – time to celebrate children's achievements of all kinds.
- Social Skills/Emotional Literacy Groups – Members of staff meet regularly with children who have been identified as having difficulties with social interaction.
- Wellbeing Warriors group – child-led group that provides peer to peer support and activities to help promote healthy minds and wellbeing.
- PSHE Programme – All year groups undertake regular PSHE and drama activities as a tool for exploring and expressing emotions

Children are encouraged to be:

- gentle, kind and helpful
- friendly and polite
- respect others
- listen to others
- honest
- work hard
- look after property

Staff will help children by:

- modelling appropriate behaviour
- praising the children for good behaviour
- reward children based on our Values and our Behaviours for Learning.

- being prepared to listen and find out what has happened
- giving the child opportunity to explain what happened
- being fair and consistent
- staying calm, avoid confrontation
- if necessary give time for children to calm down and remove child from situation
- speaking quietly and clearly
- record any incidents on a green form to be filed in the school office, if appropriate

Rewards

Children who have behaved appropriately and in a way that reflects our Values will be praised and rewarded. This positive approach, rather than negative criticism, forms the basis of this policy. Rewards can be given in many ways e.g. verbal praise, House Points, certificates and should adhere to the following guidelines:

- They are used regularly without being over used so as to make them meaningless
- They are given as they are earned, whenever possible
- All children have equal access to rewards
- Rewards should be relevant and meaningful to the child
- Children need to be clear as to why a reward has been given
- Where possible, use of rewards should enhance home-school links

At Gillamoor CE Primary we recognise different levels of reward; they all act as **incentives** to continue to follow and as tangible means to recognise, appreciate and **praise** behaviours which exemplify our school values.

Good behaviour will be recognised through praise and rewards:

- verbal praise at any appropriate time of the day
- House points are given to reward behaviours
- verbal praise in Collective Worship
- certificates as appropriate. These maybe given at Friday Celebration Worship
- There is a whole-school approach to rewards which is consistently applied through school.

Individuals: House Points are awarded to individuals and certificates are earned for different numbers earned e.g. 50/100/150 etc. Certificates are also given in recognition for a variety good behaviours or achievement in school.

Classes: At the beginning of the year, each class teacher works with the children to devise their own class rules appropriate to that group. These are displayed in the classroom.

Groups: A House system is in place with weekly recognition for the House with the most House Points, culminating in a House treat at the end of term for the most House Points earned. In addition, Blue Stars can be earned through excellent demonstration of school Values and these go towards whole school treats which are selected by the pupils.

UNACCEPTABLE BEHAVIOUR

Disincentives to unacceptable behaviour

Children who behave inappropriately will be presented with a series of sanctions. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. It is important to remember at all times to criticise and target the behaviour and not the child. There will be different levels as follows:

- Praise: Praise those children sitting nearby showing appropriate behaviour
- Non-verbal: A glare, shake of the head, raised eyebrow, hand gesture
- Verbal: General reminder to every one of the class rules

- Verbal warning: Direct reminder to the individual in class.
 - 1 to 1 verbal warning - A Clear concise message. 'X', if you carry on with 'Y' behaviour then 'Z' will happen to you
- Time out to reflect on actions: A child is asked to move from their seat to another, where they will have a clear explanation of the behaviour required from them to return to their original seat.

In all these possible strategies once the child has successfully completed their sanction they should be given a positive comment. If a child refuses to comply, the class teacher will decide an appropriate sanction from the list below:

- Loss of playtime
- Loss of privilege, e.g. special helper- NOT sure this still applies?
- Go to see Headteacher or senior member of staff reinforce the message of appropriate behaviour.
- Verbal apology
- Written apology

For certain unacceptable behaviours parents will be contacted:

- Fighting
- Bullying behaviour, including racism or homophobia
- Bad language, directed at an adult
- Defiance
- Damaging school or others' property

In all situations staff will use their own judgement to deal with an incident and determine the appropriate sanction depending on the age of the child, nature of the behaviour, frequency of occurrence and the impact on other children.

Pupils who persistently fail to respond to the school's behaviour policy or endanger the safety of themselves or others.

It is possible that there may be circumstances where adherence to the behaviour policy and guidelines has failed to be effective. In this case the Headteacher will contact parents and invite them to a meeting with the class teacher, to work together to meet the needs of the child and improve behaviour. Frequent and persistent poor behaviour will result in the child being monitored in close cooperation with parents. A Behaviour Book or chart may be used to record progress or further incidents. An Individual Behaviour Plan will be devised and discussed with parents. Incident forms will be completed and all staff including Teaching Assistants and Mid-Day Supervisors will be informed of the situation to ensure consistency of approach.

In some cases, it may be appropriate to seek external advice and support through NYCC Locality Hub. This will be with the full consent of parents and when various strategies have been tried.

Exclusion

In cases of persistently poor behaviour or in the event of a serious incident a child may be temporarily excluded for a set period of days or lunchtimes. Permanent exclusion would only be considered in extreme cases after all other options have been considered. Any such exclusion will be in accordance with NYCC Policy and with full knowledge of Governors. The school follows the DfE guidance - Improving behaviour and attendance.

Equality of Opportunity

Gillamoor CE Primary school strives to ensure equality of opportunity in all that it does. 'Equality' does not, however, involve the application of rewards and sanctions in a blanket, equal way. Instead, we recognise Ofsted findings: *A significant proportion of pupils with difficult behaviour have SEN and face disadvantage and disturbance in their family lives. Many have poor language skills. As such, we believe that*

individuals and their behaviours must be treated with reference to the 'whole picture' in order to give our pupils true equality of opportunity in life

Unacceptable behaviour includes:

Physical Aggression

- Pushing
- Kicking
- Tripping
- Grabbing
- Nipping, deliberately hurting someone.
- Spitting

Verbal Aggression

- Name calling
- Shouting aggressively
- Swearing
- Rudeness

Inappropriate Behaviour

- Excluding others from activities
- Interrupting
- Talking when others are talking.
- Calling out.
- Distracting others.
- Stealing
- Telling lies.
- Disregard for property

The Parents / Guardians

At Gillamoor CE Primary school, a high priority is given to working with parents. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policies, actions and events. Parents, the school and children are asked to sign a home school agreement.

Parents have a legal right to view this policy. Parents support us in the behaviour management processes.

Signed:

Date of next review: May 2022