



# BEHAVIOUR FOR LEARNING POLICY

## School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

## Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: February 2015

Date reviewed	Changes made	Signed
September 2016	Clarification on children sent to SLT/HT	S A Reeves
September 2017	Changes made to celebration assembly wording	S A Reeves
December 2018	Change of personnel	S A Reeves
September 2019	Change of Rewards/Sanctions wording: <ul style="list-style-type: none"> <li>• Inclusion of Class Dojo</li> <li>• Clarification on sanctions and when SLT involved</li> </ul>	S A Reeves
May 2020	COVID 19 Update	S A Reeves
September 2020	Change of personnel and COVID update	S A Reeves
September 2021	Change to team Points Change to some Covid Restrictions	S A Reeves



# GARSTANG COMMUNITY PRIMARY SCHOOL

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### STATEMENT OF PRINCIPLES

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Our Behaviour Policy is designed to ensure that all pupils of Garstang Community Primary School have the opportunity to learn, achieve and take responsibility for their learning and conduct. In order to do this we need to ensure that all involved with the school have respect for learning; both their own, and those around them.

We believe that promoting a sense of independence and self-worth enables children to respect the wider community and promote a positive image of the school. We believe our school can produce the upstanding citizens of the future, able to think for themselves, and behave appropriately in all situations.

Because we believe that children need to take responsibility for their own behaviour and learning, a simplified version of this policy is available for them.

## CONTEXT

This policy should be read in the context of whole school policies related to:

- Learning and Teaching
- Safeguarding/Child protection
- Anti-bullying
- Health and safety
- Attendance
- Care and control
- SEN
- Single Equalities

## CLASSROOM MANAGEMENT

As a school we believe it is vital that everyone is involved in learning, achieves their very best and has high expectations of themselves and others. We operate in an ethos which celebrates successes, respects the rights of all to learn, and which promotes the understanding that, with encouragement and support, pupils are able to take responsibility for their own learning and behaviour.

In order for this to happen, we need to have a school where everyone is respected and this means that we all have a responsibility to make sure that learning is a priority. School staff plan exciting and engaging lessons, which challenge children to think for themselves, and promotes independence. Staff ensure that respect, consideration and courtesy are shown to all members of the school family. In dealing with pupils we are honest, fair and open, and ensure that rules and procedures are followed.

Behaviour for learning strategies underpin our teaching style, and we believe that children who are engaged in learning demonstrate appropriate behaviours within the classroom environment. Expectations of both learning and behaviour are high. There are times in the curriculum that strategies to promote independence and positive behaviour are explicitly taught. This is supported through the school's teaching of PHSE.

## RULES

The school rules were revisited and revised in October 2012, in consultation with staff and pupils. The School Council, guided by staff members, devised a new set of school rules, which they felt reflected their needs. These rules are prominently displayed in the school hall, and referred to by all staff when necessary. They relate to behaviour both inside and outside of the classroom.

- We are always ready to learn, and we let others learn.
- We work hard and are the best that we can be.
- We respect ourselves and others.
- We play safe, friendly games.

- We look after property and the environment.

## REWARDS

Appropriate behaviour is encouraged through positive reinforcement, and this is embedded in teacher practice. Teachers use many verbal and non-verbal cues to demonstrate that they are pleased with behaviour. Encouraging and praising good behaviour is seen as more positive than constantly criticising bad behaviour. The following strategies are used in conjunction with everyday positive behaviour reinforcement:

### 1. Team points/Dojos

All pupils belong to a team, which they are allocated to on starting school. Siblings will be in the same team. The teams are: Aspirational Antelopes, Curious Crocodiles, Logical Leopards and Resilient Rhinos.

Team points are awarded by adults in the school for good work. Team points are recorded on special sheets within the classroom, and these are collected each week, to be announced in assembly.

Each class has a Dojo page. Dojos are awarded for showing good citizenship skills, such as being kind, helping out, using good manners etc. Any member of staff can give out dojos.

### 2. Golden Time

Golden Time is a time when pupils are given an activity or experience which they find enjoyable. There may be a set of activities which children may choose from, or there may be a structured class activity that children will find enjoyable. Some classes may have Golden Time every week and some may have it once every half term or term decided upon by the reward system in each individual class. If Golden Time is every week, it will last no longer than 30 minutes, and will be timetabled to fit in with the teacher's plans. It may be longer if it is only every half term.

### 3. Classroom Incentives

Within each classroom, teachers will have various reward systems to encourage good behaviour for learning. These may be linked to the classroom rules and may include but are not limited to Class Dojos, class points, stickers or traffic lights. These give children a visual representation of their behaviour and promote good discipline through motivation.

For a particularly excellent piece of work, or behaviour, a child may be sent to Mr Dignan or Mrs Reeves for special praise.

### 4. Celebration Assembly

A weekly whole school celebration assembly is held every Friday. This assembly is designed to celebrate the achievements of pupils both in and out of school.

At the beginning of the assembly, certificates and trophies for achievements out of school are shared.

Then any whole school achievements such as participation in community events are celebrated.

Each teacher chooses a Learning Hero and Star from their class. The Learning Hero award is given to a child who has displayed good behaviour for learning. The Star award is given for a particular reason, such as working hard, being a good friend or mastering a new skill. The reasons for these awards are shared with the whole school. Certificates and stickers are given to the Stars and Heroes and they are invited to sit on the benches at the front of the hall.

At the end of assembly the Superstar is announced. This is an award given after discussion with all staff and is usually given for exemplary behaviour. The Superstar sits on the special chair with the star cushion.

Photographs of the Stars, Learning Heroes and Superstar are displayed on the Star board in the Foyer. The photographs are also shared on our school Facebook and Twitter pages. The names of Stars, Learning Heroes and the Superstar are printed each week in the Garstang Courier.

## SANCTIONS

If behaviour is not as expected, for example, disobeying the rules and putting themselves or others in danger, certain consequences will occur:

In class:

- A verbal warning will be given—the inappropriate behaviour will be explained and expectations set.
- Close observation—the pupil will be placed under the close observation of one of the adults in the room. Work and behaviour are monitored carefully.
- Time out—the child is separated from the class or group, under the direct supervision of an adult. They may be sent to sit in the resource area outside of the classroom for a set amount of time depending on the level of misbehaviour and age of the child.
- Sanctions may include, but are not limited to: extra work or repeating unsatisfactory work until it meets the required standard; a written task such as a letter of apology, or an analysis of the inappropriate behaviour and plan for improvement; temporary loss of privilege—for example a loss of some or all of Golden Time, loss of some or part of playtime, supervised by the adult who gave the detention, loss of a classroom job or privilege.
- Pupil sent to member of SLT— Mr Dignan or Mr Wilkinson. An adult, who knows what the behaviours were, must accompany the child or, if no adult is available, a reliable child may accompany with a note to explain the behaviour. The member of SLT will determine what sanctions reflect the given behaviour. A behaviour chart may be introduced. The behaviour will be recorded on CPOMs.
- Pupil sent to Headteacher—parents may be informed. An adult, who knows what the behaviours were, must accompany the child or, if no adult is available, a reliable child may accompany with a note to explain the behaviour. The member of SLT will determine what sanctions reflect the given behaviour. The behaviour will be recorded on CPOMs.

On the playground:

- A verbal warning will be given—the inappropriate behaviour will be explained and expectations set.
- Walk with teacher or welfare staff on duty for a set amount of time.
- Pupil sent to member of SLT— Mr Dignan or Mr Wilkinson. An adult, who knows what the behaviours were, must accompany the child or, if no adult is available, a reliable child may accompany with a note to explain the behaviour. The member of SLT will determine what sanctions reflect the given behaviour. A behaviour chart may be introduced. The behaviour will be recorded on CPOMs.
- Pupil sent to Headteacher—parents may be informed. An adult, who knows what the behaviours were, must accompany the child or, if no adult is available, a reliable child may accompany with a note to explain the behaviour. The member of SLT will determine what sanctions reflect the given behaviour. The behaviour will be recorded on CPOMs.

Where a pupil behaves in such an inappropriate way that a member of staff deems to require immediate SLT intervention, the above steps will be overridden and they will be sent directly to a member of the SLT. The child must be accompanied by an adult, who knows what the behaviours were, or another child with a note to explain the behaviour. Such behaviours may include:

- Behaving in a way which is unsafe
- Continual disruption of learning
- Use of foul language

- Answering back and speaking inappropriately
- Hurting any members of the school family

Children must not be sent to stand in the Foyer.

Sanctions may vary according to the age of the pupil and any other special circumstances that affect that pupil.

### Exclusion

Very serious incidents including violence or verbal abuse, or any behaviour which seriously threatens the welfare and education of others, are likely to lead to a fixed term exclusion.

Permanent exclusion is usually the last resort. This is very uncommon, and would only be used when all other strategies have failed.

In any exclusion, the Headteacher, in line with the behaviour policy, will take into account all the circumstances, the evidence available, and the need to balance the interests of the pupil against those of the whole school community.

Parents have the right to make representations to the Governing Body of the school, through the appropriate channels, and the Governing Body must review the exclusion decision. Where the Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent review panel.

The school has a duty to provide a suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full time education from the sixth school day of a permanent exclusion. School will set and mark work for all excluded pupils during the first five days of any exclusion.

### Conduct Outside of School

All teachers have a statutory power to discipline pupils for misbehaving outside of the school premises.

Headteachers have a specific statutory power to regulate pupils' behaviour in these circumstances to such an extent as is reasonable.

Teachers may discipline any pupils for misbehaviour when the pupil is:

- Taking part in any school-organised, or school-related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable as a pupil at the school.

Teachers may also discipline for misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

## PREVENTING BULLYING

The school's anti-bullying policy sets out the measures the school takes in instances of bullying.

It sets out what bullying is:

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. Bullying can take many forms, eg cyber bullying via text messages or the internet, and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived difficulties.

As a school we adopt a preventative approach to bullying, through both pastoral and curriculum lessons. We have an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values and respect for staff and other pupils, an understanding of the value of education and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

School complies with the new Equality duty set out in the Equalities Act 2010.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm. In this case school would report their concerns to the local authority children's care.

If school staff feel a criminal offence may have been committed they may elect to seek assistance from the police, but this would only be done in consultation with the Headteacher.

## CONFISCATION OF INAPPROPRIATE ITEMS

School has the power to confiscate items from pupils. This may include items which the child has brought in from home which are causing disruption to learning such as toys, sweets etc. In general these items will be returned to the child, or parent, at the end of the school day.

Statutory guidance states that there are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupils' property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.
2. Power to search without consent for 'prohibited items' including:
  - a. Knives and weapons
  - b. Alcohol
  - c. Illegal drugs
  - d. Stolen items
  - e. Tobacco and cigarette papers
  - f. Pornographic images
  - g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
  - h. Any item banned by the school rules which has been identified in the rules as an item which may be searched for

## POWER TO USE REASONABLE FORCE

Reasonable force will only be used when absolutely necessary. Teachers will use reasonable force in the following instances:

- Physically separating pupils who are fighting
- Removing a disruptive pupil from the room if they refuse to do so when instructed

- Restraining a pupil who may be putting themselves or others in danger
- To prevent a pupil from damaging property or causing disorder

Any use of reasonable force will be reasonably adjusted for disabled pupils and those with SEN.

All members of school staff have the power to use reasonable force when necessary. It also applies to anyone the Headteacher has put in charge of pupils, for example on a school trip, such as unpaid volunteers or parents.

## ROLES AND RESPONSIBILITIES

### Governing Body

- Sets the general principles that inform the Behaviour Policy
- Promote equality of opportunity and reduce discrimination

### Headteacher

- Develops the Behaviour Policy
- Decides on the standard of behaviour expected of pupils at the school and how that standard is achieved
- Ensure parents are kept informed if there are issues about a pupil's behaviour
- Publicise the Behaviour Policy in writing to all staff, parents and pupils at least once a year.
- Develop the home-school agreement, and publicise this annually

### Teachers, teaching assistants and other paid staff

- Have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- Can impose any reasonable disciplinary penalty in response to poor behaviour
- Make parents aware of any behaviour issues and keep them informed of progress

### Parents

- Have a legal duty to ensure children receive a suitable full time education
- Must ensure children attend school punctually and regularly
- Have a clear role in making sure their child is well behaved in school, and support the school in any disciplinary action they take
- Take responsibility for a child, if excluded, and ensure that they are not in a public place without good reason during school hours during the first five school days of any exclusion.

## SCHOOL SUPPORT SYSTEMS

School has many support systems in place to support children with their behaviour. The main one is the relationship between home and school, and we work closely with parents to secure the best possible outcome for all our pupils.

If further support is required, the school may refer the child or family to an outside agency for support. Liaison with this agency will be upheld to best support the family. A Common Assessment Framework may be filled in with the family to identify needs and develop a plan of support. Referral to the Educational Psychology team, or in some instances, a Short Stay School, may be required.

If it is felt that a child is suffering, or likely to suffer considerable harm, the safeguarding policy will be followed.

## CONSULTATION, MONITORING AND EVALUATION

This policy has been written with LA guidance and in consultation with Governors and staff. It will be monitored and evaluated by the Governors' Curriculum Committee.

The policy will be reviewed annually

Reviewed September 2021

Next date for review: September 2022

## COMPLAINTS PROCEEDURE

The school has a Complaints Policy and Procedure that parents must follow if they feel a complaint is necessary.

Complaints or allegations made against staff members will be thoroughly, speedily and appropriately investigated. If a complaint is made against a member of school staff, it is the complainant's duty to prove the allegations are true, not for the member of staff to show that they acted reasonably.

## APPENDIX A – COVID 19 AMENDMENTS

The amendments below should be considered as part of the school behaviour policy until further notice

### 1. The school rules

We ask our children and staff in school to support these **additional** school rules:

Our school rules.....	
<i>We wash our hands/sanitize carefully</i>	<i>We wash/sanitize our hands at the start of the day and before and after playtime and lunch. We wash/sanitize our hands when our teachers ask us to. If we cough and sneeze, we wash our hands.</i>
<i>We take care of our own equipment</i>	<i>We keep our equipment safe in our trays when we do not need them. We always use only our own drinking bottle. We do not share snacks or food.</i>
<i>We remember to always catch our coughs and sneezes. We act safely towards others</i>	<i>We catch our coughs and sneezes in a tissue or the inside of our elbow. We never cough or spit at any one else at all.</i>

### Our rules outside the classroom

<i>We eat our own food and drink our own drinks</i>	<i>To keep safe we do not share our food</i>
<i>We think about others when we play</i>	<i>We make sure everyone has space. We keep our hands and feet to ourselves.</i>
<i>We always listen and follow our teachers instructions</i>	<i>We work together as a team</i>

### 2. Our school sanctions

Our usual school sanctions apply when children in school do not follow our school rules.

*We will always use a restorative approach to dealing with poor behaviour. This will apply particularly in cases where the rules that are broken relate to safety in school. We will ask children to reflect on the consequences of their behaviour choices. Our restorative questions are:*

- *What happened?*
- *What were you thinking of at the time?*
- *What have you thought about since?*
- *Who has been affected by what you have done?*
- *In what way have they been affected?*
- *What do you think you need to do to make things right?*

## **Our school rewards**

Our usual school rewards will apply.

### **3. Pupil Support**

We understand that this is a difficult time for children and we will provide support for our children to settle back into school. This will include:

- *Refreshing all our children on our school routines and expectations*
- *Talking to our children about our behaviours, rules and routines and why we need these*
- *Talking to our children about how they might be feeling and how to deal with their feelings*
- *We will use a range of resources to support children to understand and manage their feelings*
- *We will provide additional support and signposting of other agencies when it is needed*

### **4. Reasonable adjustments**

As at all times we will make reasonable adjustments as appropriate for our children with SEND needs. Behaviour plans will continue to include reasonable adjustments when appropriate.

These adjustments will be in line with the current Government guidance around social distancing and the guidance on the implementation of protective measures.